DOCUMENT RESUME

ED 434 757 PS 028 005

AUTHOR Kadota, Riyo; Bennett, Tess; Thomas, Dawn
TITLE Needs Assessment of Head Start Programs in Region V, 1998-1999.
INSTITUTION Illinois Univ., Urbana. Great Lakes Quality Improvement Center for Disabilities.
PUB DATE 1999-00-00
NOTE 150p.; For the 1998 report, see ED 422 067.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Administrators; *Day Care; Day Care Centers; *Disabilities; Needs Assessment; Preschool Education; Program Improvement; Questionnaires; Surveys; Technical Assistance; Training
IDENTIFIERS *Project Head Start

ABSTRACT

The Great Lakes Quality Improvement Center for Disabilities (GLQIC-D) serves Head Start programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin, and conducts an annual needs assessment of these programs. For the 1998-99 assessment, 229 Head Start directors completed the survey, which gathered information regarding: (1) program demographics; (2) census information; (3) training and technical assistance needs in the areas of service delivery, child issues, welfare reform, family issues, staff issues, and general areas; and (4) children with diagnosed disabilities. Among the findings: (1) across all types of assistance needed, challenging behavior, family involvement/volunteering, professional development for staff, recruitment of children, and mentoring/supervision of staff were most often reported; (2) speech and language delays, emotional/behavior delay, and health impairment were the top three diagnosed disabilities; and (3) about 63 percent of Head Start children were mildly disabled and needed little adaptation in the classroom, while about 14 percent were severely disabled and required much adaptation. (Includes numerous data tables and figures; also includes summary reports for each state. The survey and cover letter are appended.) (EV)

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1998-1999 Needs Assessment of

Head Start Programs in Region V

Prepared by:

Riyo Kadota, M.S.

Tess Bennett, Ph.D

Dawn Thomas, Ed.M.

The Great Lakes Quality Improvement Center for Disabilities

University of Illinois at Urbana - Champaign

&

The Region V Quality Network

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Introduction

The Great Lakes Quality Improvement Center for Disabilities (GLQIC-D) (formerly the RAP [Resource Access Project]) as been serving Head Start Programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin since 1976. A letter was sent to the directors of the programs asking them to complete a needs assessment survey with input from other staff members (see Appendix A). The needs assessment survey (see Appendix B) for the 1998-1999 fiscal year was distributed to 410 grantees and delegate agencies in Region V in December, 1998. The surveys returned by May 15, 1999 were used in compiling this report.

On the first page of the needs assessment survey, the GLQIC-D probed the following questions:

- Information about how the Head Start families and children are served, how the programs operate number of counties served, hours of operation, service areas, and primary objectives of the Head Start programs were investigated.
- More specific information regarding primary focus, number of centers, classrooms, and classroom teachers (if a center-based program), number of families, home visitors (if a home-based program), and total number of children (aged three through five years) were asked. If a program served both center- and home-based, the program completed both lists.
- Information about the impact of aspects of welfare reform on the programs was requested, e.g., number of families and children receiving Supplemental Security Income (SSI), Child Care Assistance/Subsidies (CCA), or both SSI and CCA.
- Information about types of staff at Head Start programs was gathered, particularly educational background (degree) and specialized field (major field).

On page 2, staff members of Head Start programs were asked to rank their Top 5 issues regarding Training and Technical Assistance Needs in the areas of service delivery, child issues, welfare reform, family issues, staff issues, and general areas. In addition, they reported the types of training and technical assistance they would prefer (e.g., Phone-TA, On-site TA, Distance Learning, College Credit, and Resource Library).

On the third page, the participants were asked to list diagnosed disabilities of children in the Head Start program. In addition, they were asked to rate the amount of adaptation made for children with disabilities (rating 1 to 5; with 5 most and 1 least of adaptation), and give the approximate number of these children. This is a new section added to the needs assessment this year.

All data in this report is presented in tables and figures accompanied by explanatory notes. A total of 229 Head Start programs completed the survey from Region V (IL, IN, OH, MI, MN, WI).

Summary of Findings

Program Demographics

The return rate of surveys was 55.9 % (n=229) (see Table 1). Eighty-two (35.8%) people answering this survey had been involved 0 ~ 4 years with the Head Start programs, and 21 (9.2%) reported over 20 years experiences in the Head Start Program (Table 2 & Figure 1). Regarding hours of operation, about a half of participating programs (48.9%) reported that they opened 8 ~ 9 AM in the morning and 81 programs (35.4%) reported they closed at 16 ~ 17 (4 - 5 PM) in the evening (Table 3 & 4; Figure 2 & 3). Eighty one programs (35.4%)reported being

open 8 ~ 9 hours a day (Table 5; Figure 4). In terms of geographic area, the programs were categorized into four locations; rural, small, medium, and large by population (Table 6 ; Figure 5). More than a half of the programs (64.6%) reported their primary focus as only center-based (CB), and 31.0 % of the Head Start programs reported primarily focusing on home- & center-based combination (see Table 7 ; Figure 6).

Census Information

Overall, 229 programs reported serving 91,186 children (three through five years old) in Region V (Table 8). The ratio of teacher/child in Region V was one teacher for every 19 children (1:19) (Table 10; Figure 9). Half of the programs (n=108) reported serving 6,570 families (Table 13; Figure 12) and housing 554 home visitors to visit these families (Table 14; Figure 13). Each home visitor had a caseload of approximately 11 ~ 12 families (Table 15; Figure 14).

Regarding families receiving Supplemental Security Income (SSI) and Child Care Assistance or Subsidies (CCA), 147 programs reported 2,365 families (35.9%) receiving SSI only; 1,512 families (23.0%) receiving both CCA & SSI; and 7,961 children (8.7%) receiving CCA only (see Table 16).

There were 6,805 staff members in 229 Head Start programs reporting on the educational level/background of staff. Of these, a Master's degree was held by 5.2 %, followed by Bachelor's degree (26.5%), and Associate degree (19.6%). Although the CDA credential (41.1%) is not recognized as a degree, in this report it was the most prevalent (see Table 17 & Figure 15). Analyzing educational background by geographic locations, according ANOVA test results, Head Start programs in Large areas (more than 100,000 population) were significantly more likely ($p>.001$) than both those in Rural (less than 10,000 population), Small (10,000 ~

50,000 population), and Medium (50,000 ~ 100,000 population) areas to have staff with Master's degree. In regard to Bachelor's degree, staff members of the programs in Large and Medium areas were significantly more likely ($p>.001$) to receive this degree than those in Small areas. The more high populated metropolitan the Head Start program had a higher the number of staff with Masters, Bachelors or Associate degrees (Table 19-21). However, this tendency was not the same for the CDA credential (Table 22).

In regard to the major field of staff members in the Head Start programs, more than a half of the staff members reported majoring early childhood education (57.0%), followed by child development (18.3%), and early childhood special education (6.8%) (Table 23; Figure 16).

Training and Technical Assistance Need

The response to the section; Training and Technical Assistance Needs (Appendix B) revealed which items (total 35 items across areas of General, Service Delivery, Child Issues, Welfare Reform, Family Issues, and Staff Issues) Head Start programs had been facing difficulties and the types of assistance they preferred (e.g., Phone-TA, On-site TA, Distance Learning, College Credit, and Resource Library). Across all the types of assistance needed, Challenging Behavior, Family Involvement/Volunteering, Professional Development for Staff, Recruitment of Children, Mentoring/Supervision of Staff, were most often reported (Table 24-31; Figure 17-24). **In particular, "Challenging Behaviors" appeared in almost all categories, implying it is the most challenging issue and the issue of highest interest for the Head Start programs in Region V.**

Offering College Course Credit is a new initiative beginning with Head Start Reauthorization in 1997. Regarding the types of assistance, Training (n=1301) was the most

familiar strategy for programs whereas College Credit (n=203) was the least likely to be named as the type needed (Table 32).

The top 5 concerns on each technical assistance category were also analyzed by geographic area (Table 33-40). Similar tendencies were found to the training topics. **Here again, "Challenging Behaviors" appeared in almost all categories followed by Professional Development for Staff, Family Involvement/Volunteering, Appropriate Curriculum & Environment, and Mentoring/Supervision of Staff.**

Children with Diagnosed Disabilities

On the last page in this survey (see Appendix B), 11,547 children were reported having some kinds of disability among 91,186 children (12.7%) in Head Start programs (see Table 41). This number was the number reported both on section 1 & 2.

On the first section of the last page (see Appendix B), Head Start staff were asked to list the diagnosed disabilities of children in the program. The top three diagnosed disabilities were; Speech & Language Delays, Emotional/Behavioral Delay, and Health Impairment (Table 42). The other types of disabilities are listed in Table 42 sorted by the adaptation rate, which is explained in the next section

Head Start staff were asked to rate from 1 through 5 the amount of adaptation the program must make for children with disabilities (rating 1 to 5; with 5 most and 1 least of adaptation), and apply that number to the children with special needs listed. The ratings 1 – 5 have been collapsed so that rating of Rate 4 & 5 mean children with severe disability, Rate 3 represents children with moderate disability, and Rate 1 & 2 indicate children with mild disability. Table 41 indicates that 63.1 % of children in Head Start programs were mildly

disabled and needed little adaptation in the classrooms. About 14% of children received a rating of 5 (most severe and requiring much adaptation). These children were usually children who were medically fragile (see Table 43). Examples of children with a rate of 5 for adaptation were those with Speech &Language Delay and Emotional/Behavioral Delay (see Table 42). Those children who required moderate adaptation (Rate 3) were primarily Speech & Language Delay, Health Impairment, and Mental Retardation. Rate 1 & 2 (mild adaptation) included Speech & Language Delay, Communication Delay, and Emotional/Behavioral Delay (see Table 42).

In the needs assessment surveys, many Head Start programs listed various types of disabilities which could be categorized as either Developmental Delay or At-Risk. Because the states have different systems of categorizing children under Part C of IDEA, labels such as Developmental Delay were indicated under diagnosed disabilities as well as children At-Risk. As shown in Table 41 data was not available on all children enrolled. About 51.5 % of the Head Start programs reported serving children who were At-Risk, although all children in Head Start are At-Risk because of income level.

Conclusion

The information provided here is useful and informative for federal, state, and regional agencies as well as Head Start programs nationally. The respondents were all in Region V, Head Start programs. Please reference this material as;

Bennett, T., & Kadota, R. (1999). 1998-1999 Head Start Needs Assessment. GLQIC-D: University of Illinois at Urbana – Champaign.

If there are any questions, please contact Tess Bennett, QIC-D director, or Riyo Kadota,

doctoral candidate at (217)333-3876.

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APPENDIX A: Cover Letter
APPENDIX B: Needs Assessment Survey

Table 1. 1999 Needs Assessment Survey Return Rates

State	Number of Surveys Mailed	Number of Surveys Returned	Response Rate (%)
Chicago	71	30	42.3
Illinois	65	29	44.6
Indiana	42	29	69.0
Michigan	83	40	48.2
Minnesota	35	19	54.3
Ohio	76	53	69.7
Wisconsin	38	29	76.3
Region V Total	410	229	55.9

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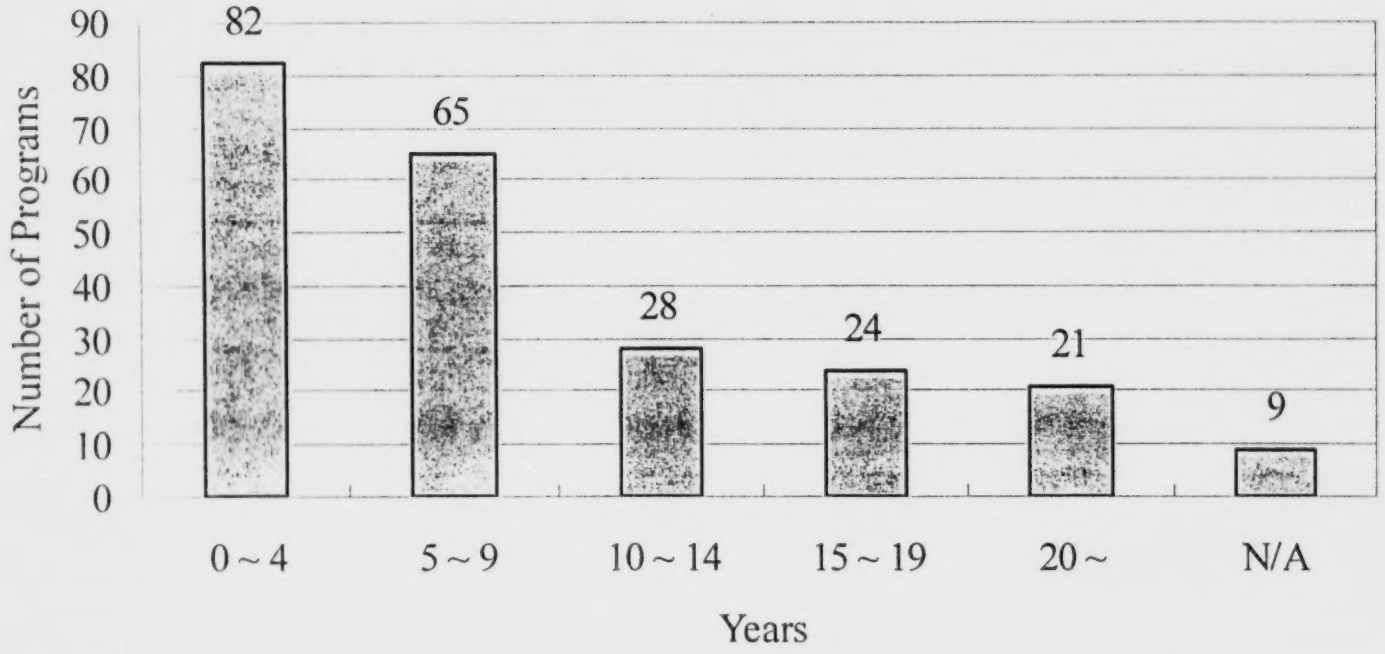
Table 2. Years Involved with Program

Years Involved	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
0 ~ 4	12 (40.0)	8 (27.6)	13 (44.8)	18 (45.0)	4 (21.1)	18 (34.0)	9 (31.0)	82 (35.8)
5 ~ 9	11 (36.7)	13 (44.8)	6 (20.7)	8 (20.0)	9 (47.4)	11 (20.8)	7 (24.1)	65 (28.4)
10 ~ 14	1 (3.3)	2 (6.9)	6 (20.7)	6 (15.0)	2 (10.5)	6 (11.3)	5 (17.2)	28 (12.2)
15 ~ 19	1 (3.3)	2 (6.9)	3 (10.3)	5 (12.5)	3 (15.8)	7 (13.2)	3 (10.3)	24 (10.5)
20 ~	3 (10.0)	2 (6.9)	1 (3.4)	3 (7.5)	1 (5.3)	9 (17.0)	2 (6.9)	21 (9.2)
N/A*	2 (6.7)	2 (6.9)	0 (0.0)	0 (0.0)	0 (0.0)	2 (3.8)	3 (10.3)	9 (3.9)
Total	30 (100.0)	29 (100.0)	29 (100.0)	40 (100.0)	19 (100.0)	53 (100.0)	29 (100.0)	229 (100.0)

*N/A: Data was not available.

Fig. 1: Years Involved (Region V)



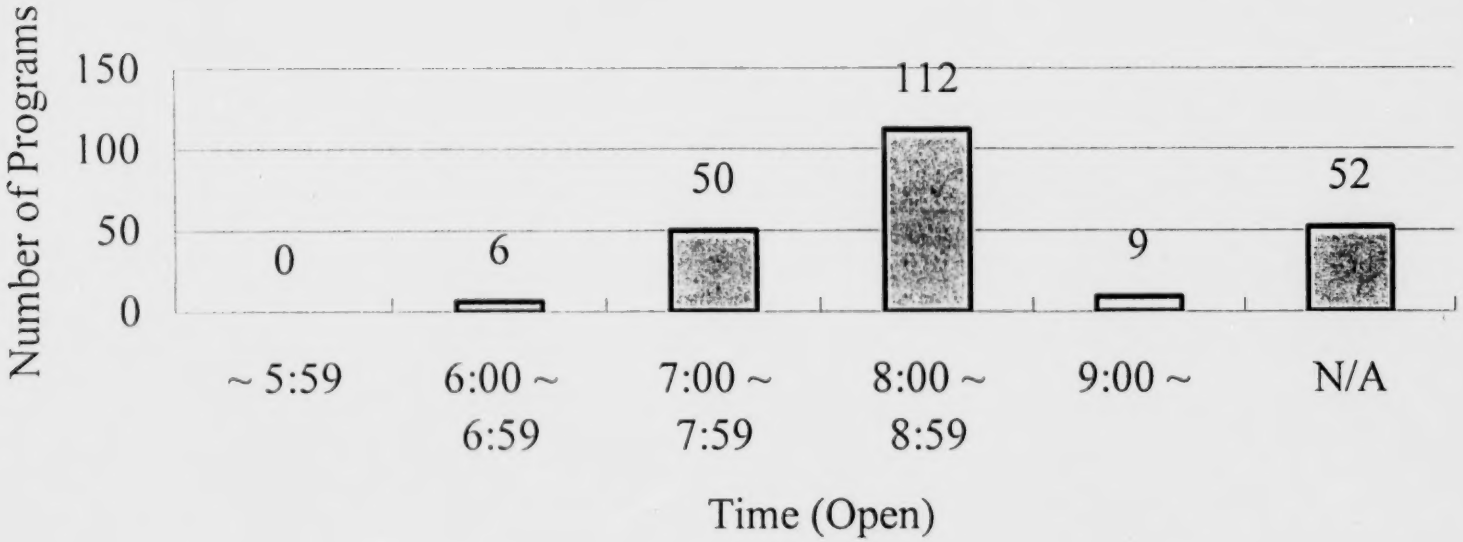
N/A: Data was not available.

Table 3. Number of Programs : Hours of Operation (Open)

Time (Open)	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
~ 5:59	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
6:00 ~ 6:59	1 (3.3)	1 (3.4)	1 (3.4)	1 (2.5)	0 (0.0)	1 (1.9)	1 (3.4)	6 (2.6)
7:00 ~ 7:59	8 (26.7)	8 (27.6)	8 (27.6)	2 (5.0)	1 (5.3)	19 (35.8)	4 (13.8)	50 (21.8)
8:00 ~ 8:59	14 (46.7)	17 (58.6)	10 (34.5)	24 (60.0)	8 (42.1)	26 (49.1)	13 (44.8)	112 (48.9)
9:00 ~	0 (0.0)	0 (0.0)	1 (3.4)	4 (10.0)	2 (10.5)	1 (1.9)	1 (3.4)	9 (3.9)
N/A*	7 (23.3)	3 (10.3)	9 (31.0)	9 (22.5)	8 (42.1)	6 (11.3)	10 (34.5)	52 (22.7)
Total	30 (100.0)	29 (100.0)	29 (100.0)	40 (100.0)	19 (100.0)	53 (100.0)	29 (100.0)	229 (100.0)

*N/A: Data was not available.

Fig.2 : Hours of Operation (Open)
Region V



N/A: Data was not available.

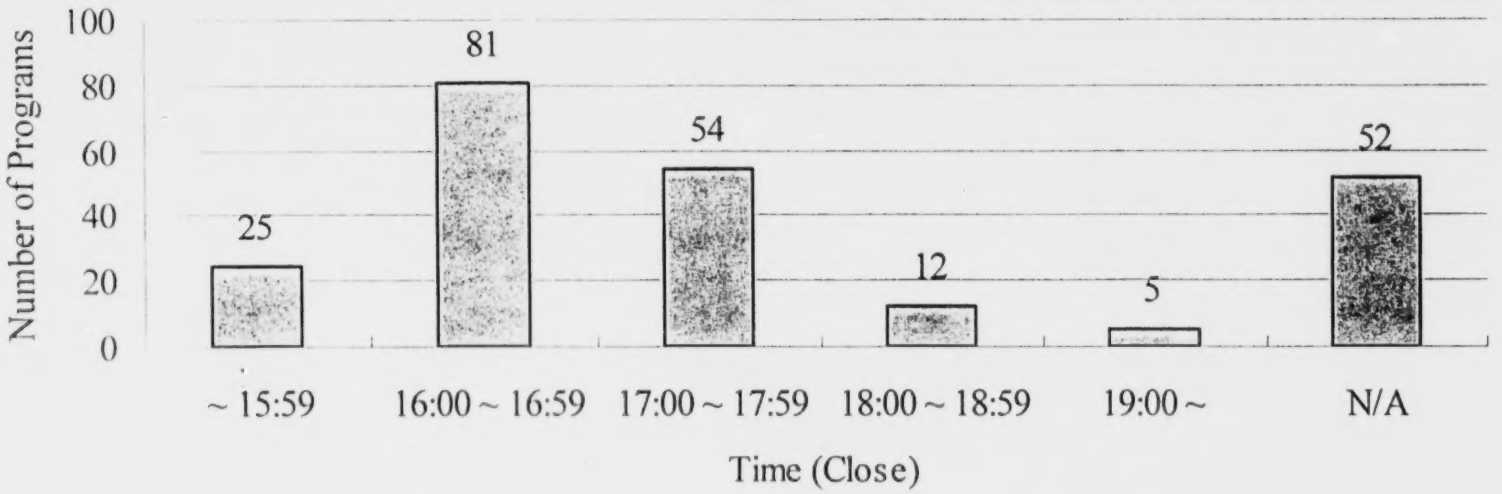
Kadota, R., Bennett, T., & Thomas, D. (1999)
Great Lakes Quality Improvement Center for Disabilities
University of Illinois at Urbana-Champaign

Table 4. Number of Programs : Hours of Operation (Close)

Time (Close)	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
~ 15:59	2 (6.7)	2 (6.9)	4 (13.8)	4 (10.0)	3 (15.8)	5 (9.4)	5 (17.2)	25 (10.9)
16:00 ~ 16:59	10 (33.3)	14 (48.3)	8 (27.6)	13 (32.5)	7 (36.8)	18 (34.0)	11 (37.9)	81 (35.4)
17:00 ~ 17:59	8 (26.7)	6 (20.7)	8 (27.6)	12 (30.0)	1 (5.3)	17 (32.1)	2 (6.9)	54 (23.6)
18:00 ~ 18:59	3 (10.0)	4 (13.8)	0 (0.0)	1 (2.5)	0 (0.0)	4 (7.5)	0 (0.0)	12 (5.2)
19:00 ~	0 (0.0)	0 (0.0)	0 (0.0)	1 (2.5)	0 (0.0)	3 (5.7)	1 (3.4)	5 (2.2)
N/A*	7 (23.3)	3 (10.3)	9 (31.0)	9 (22.5)	8 (42.1)	6 (11.3)	10 (34.5)	52 (22.7)
Total	30 (100.0)	29 (100.0)	29 (100.0)	40 (100.0)	19 (100.0)	53 (100.0)	29 (100.0)	229 (100.0)

*N/A: Data was not available.

Fig.3 : Hours of Operation (Close)
Region V



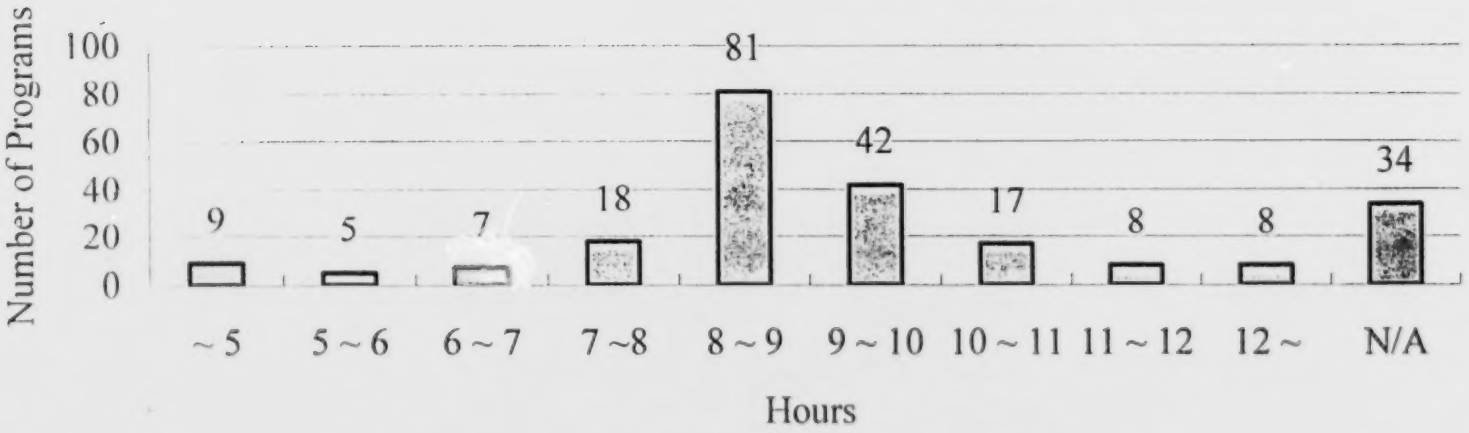
N/A: Data was not available.

Table 5. Number of Programs : Hours of Operation

Hours	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
~ 5	1 (3.3)	0 (0.0)	4 (13.8)	0 (0.0)	2 (10.5)	0 (0.0)	2 (6.9)	9 (3.9)
5 ~ 6	0 (0.0)	0 (0.0)	2 (6.9)	2 (5.0)	0 (0.0)	1 (1.9)	0 (0.0)	5 (2.2)
6 ~ 7	3 (10.0)	1 (3.4)	0 (0.0)	1 (2.5)	1 (5.3)	1 (1.9)	0 (0.0)	7 (3.1)
7 ~8	8 (26.7)	2 (6.9)	2 (6.9)	2 (5.0)	0 (0.0)	2 (3.8)	2 (6.9)	18 (7.9)
8 ~ 9	5 (16.7)	13 (44.8)	6 (20.7)	17 (42.5)	8 (42.1)	19 (35.8)	13 (44.8)	81 (35.4)
9 ~ 10	5 (16.7)	6 (20.7)	6 (20.7)	8 (20.0)	2 (10.5)	13 (24.5)	2 (6.9)	42 (18.3)
10 ~ 11	5 (16.7)	1 (3.4)	3 (10.3)	1 (2.5)	0 (0.0)	5 (9.4)	2 (6.9)	17 (7.4)
11 ~ 12	1 (3.3)	3 (10.3)	1 (3.4)	0 (0.0)	0 (0.0)	3 (5.7)	0 (0.0)	8 (3.5)
12 ~	0 (0.0)	1 (3.4)	0 (0.0)	2 (5.0)	0 (0.0)	4 (7.5)	1 (3.4)	8 (3.5)
N/A*	2 (6.7)	2 (6.9)	5 (17.2)	7 (17.5)	6 (31.6)	5 (9.4)	7 (24.1)	34 (14.8)
Total	30 (100.0)	29 (100.0)	29 (100.0)	40 (100.0)	19 (100.0)	53 (100.0)	29 (100.0)	229 (100.0)

*N/A: Data was not available.

Fig.4 : Hours of Operation
Region V



N/A: Data was not available.

Table 6. Number of Program : Geographic Area Served

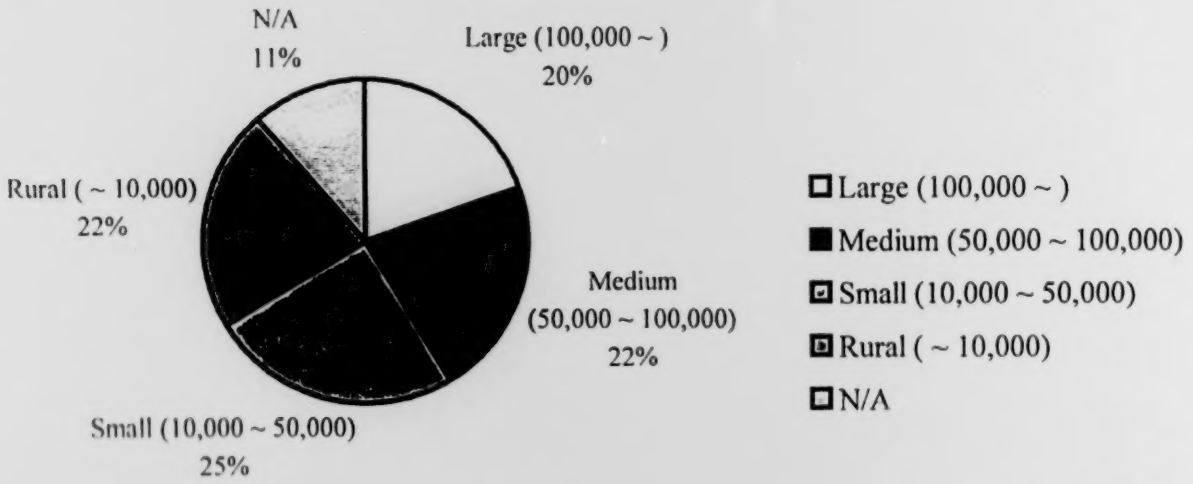
Primary Area	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
Large	6 (20.0)	8 (27.6)	4 (13.8)	6 (15.0)	3 (15.8)	13 (24.5)	5 (17.2)	45 (19.7)
Medium	6 (20.0)	7 (24.1)	8 (27.6)	11 (27.5)	3 (15.8)	10 (18.9)	5 (17.2)	50 (21.8)
Small	2 (6.7)	7 (24.1)	9 (31.0)	10 (25.0)	4 (21.1)	19 (35.8)	6 (20.7)	57 (24.9)
Rural	13 (43.3)	5 (17.2)	4 (13.8)	7 (17.5)	8 (42.1)	4 (7.5)	10 (34.5)	51 (22.3)
N/A*	3 (10.0)	2 (6.9)	4 (13.8)	6 (15.0)	1 (5.3)	7 (13.2)	3 (10.3)	26 (11.4)
Total	30 (100.0)	29 (100.0)	29 (100.0)	40 (100.0)	19 (100.0)	53 (100.0)	29 (100.0)	229 (100.0)

(Population Scale)

Large : 100,000 ~
Medium : 50,000 ~ 100,000
Small : 10,000 ~ 50,000
Rural : ~ 10,000

*N/A: Data was not available.

Fig. 5: Geographic Area Served (Region V)



N/A: Data was not available.

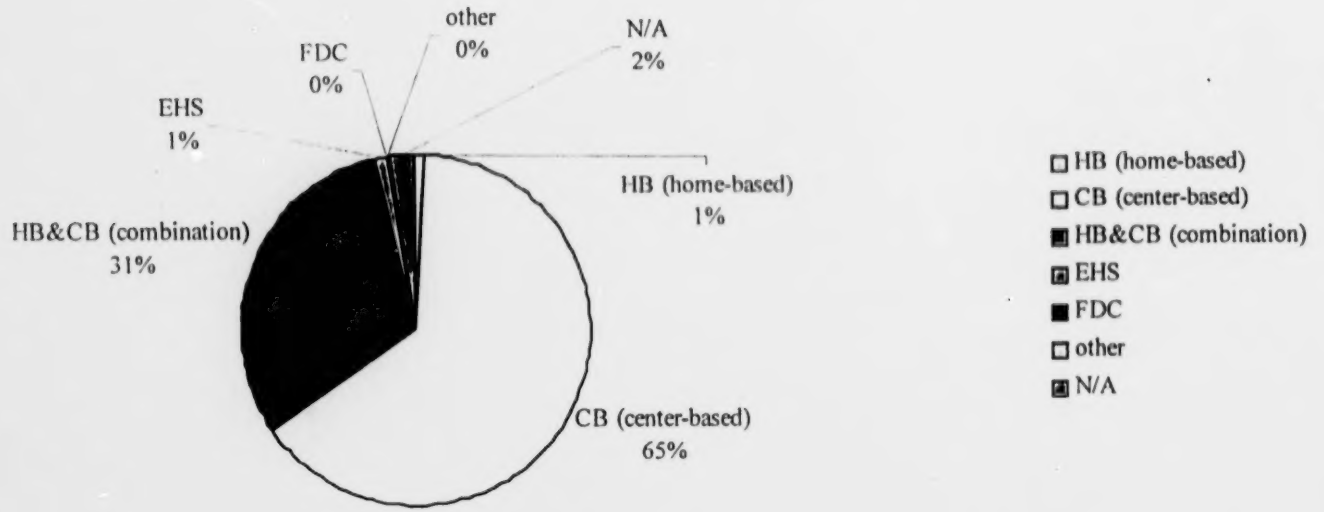
Table 7. Number of Program : Primary Focus

Primary Focus	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
HB	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (3.8)	0 (0.0)	2 (0.9)
CB	27 (90.0)	17 (58.6)	20 (69.0)	27 (67.5)	10 (52.6)	24 (45.3)	23 (79.3)	148 (64.6)
HB&CB	2 (6.7)	11 (37.9)	7 (24.1)	10 (25.0)	9 (47.4)	27 (50.9)	5 (17.2)	71 (31.0)
EHS	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.9)
FDC	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
other	0 (0.0)	0 (0.0)	1 (3.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.4)
N/A*	1 (3.3)	1 (3.4)	1 (3.4)	1 (2.5)	0 (0.0)	0 (0.0)	1 (3.4)	5 (2.2)
Total	30 (100.0)	29 (100.0)	29 (100.0)	40 (100.0)	19 (100.0)	53 (100.0)	29 (100.0)	229 (100.0)

HB: Home-Based
CB: Center-Based
HB&CB: Combination (Home- & Center-Based)
EHS: Early Head Start
FDC: Family Day Care

*N/A: Data was not available.

Fig. 6 : Primary Focus (Region V)



N/A: Data was not available.

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Table 8. Number of Children served in Programs

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Programs Reporting	30	29	29	40	19	53	29	229
Sum # of Children in all Programs	3309	10503	10412	20148	6119	33626	7069	91186
Mean # of Children per Program	110.3	362.2	359.0	503.7	322.1	634.5	243.8	398.2

Fig. 7 : Mean Number of Children per Program

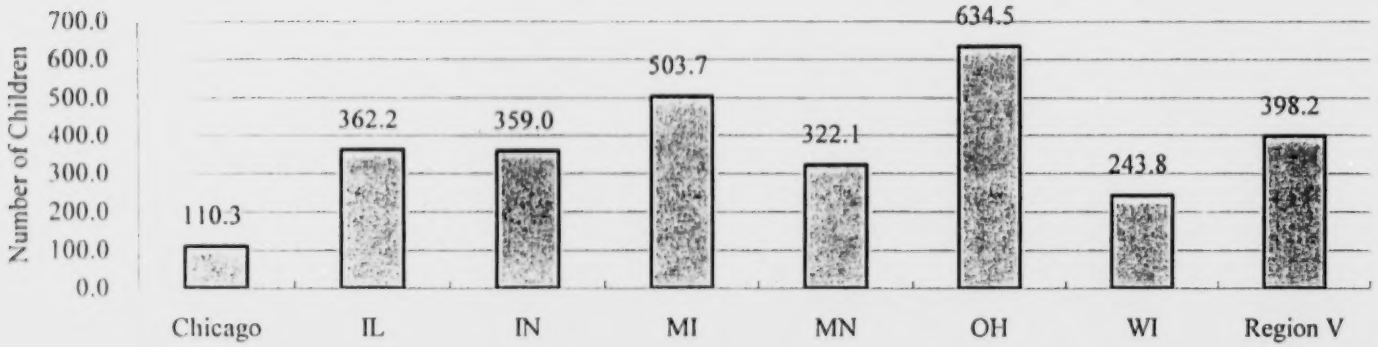

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Table 9. Number of Children served at Centers

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Centers	49	186	232	413	136	525	142	1683
Sum # of Children in all Programs	3309	10503	10412	20148	6119	33626	7069	91186
Mean # of Children per Centers	67.5	56.5	44.9	48.8	45.0	64.0	49.8	54.2

Fig. 8: Mean Number of Children per Center

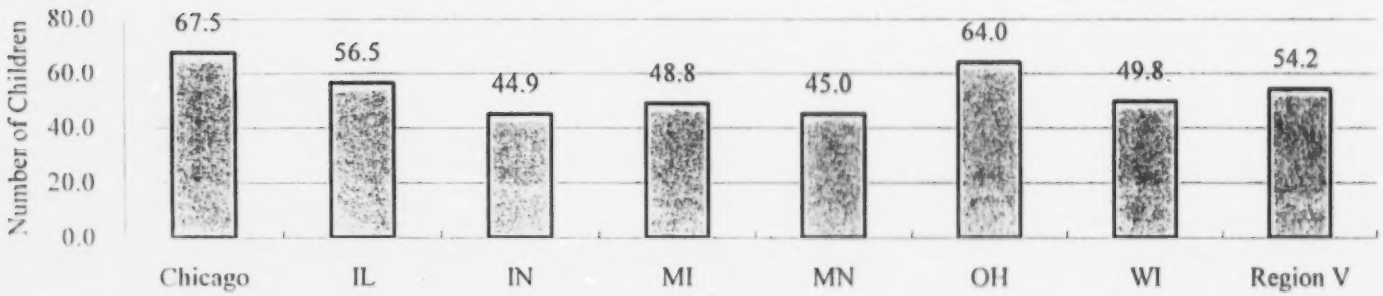

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Table 10. Children and Teachers Ratio in Programs

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Teachers	225	622	559	988	301	1656	387	4738
sum # of Children in all Programs	3309	10503	10412	20148	6119	33626	7069	91186
Mean # of Children per Teacher	14.7	16.9	18.6	20.4	20.3	20.3	18.3	19.2

Fig. 9: Mean Number of Children per Teacher

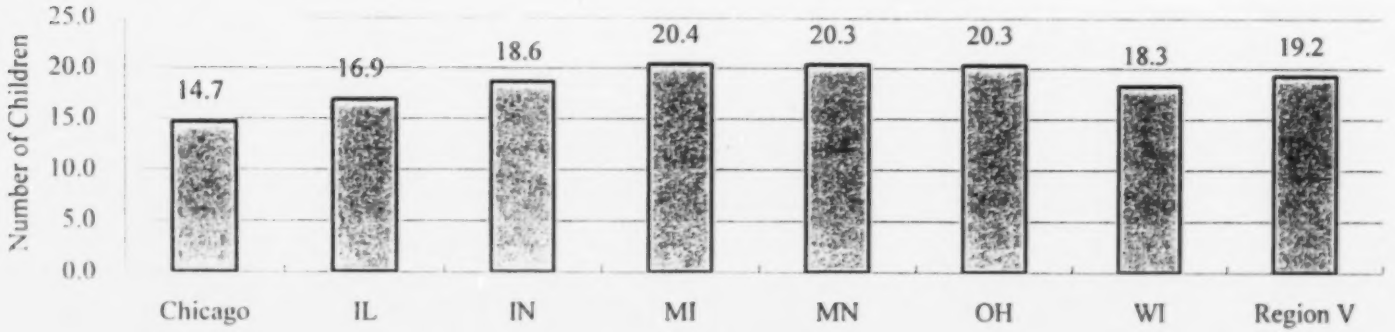

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Table 11. Number of Classrooms and Centers in Programs

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Centers	49	186	232	413	136	525	142	1683
# of Classrooms	123	450	439	839	268	1186	322	3627
Mean # of Classroom per Centers	2.5	2.4	1.9	2.0	2.0	2.3	2.3	2.2

Fig. 10 : Mean Number of Classrooms per Center

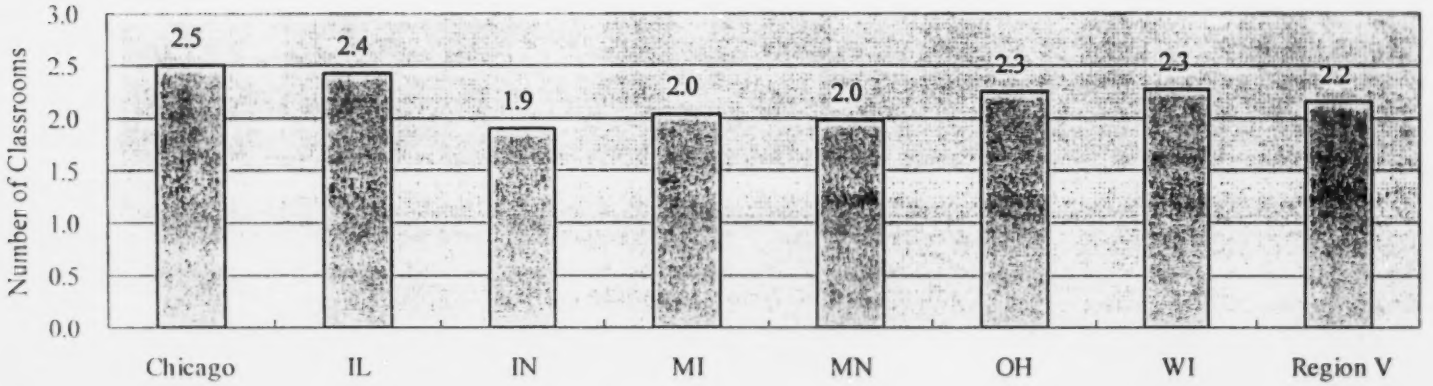

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Table 12. Number of Teachers in Centers

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Centers	49	186	232	413	136	525	142	1683
# of Teachers	225	622	559	988	301	1656	387	4738
Mean # of Teachers per Centers	4.6	3.3	2.4	2.4	2.2	3.2	2.7	2.8

Fig. 11: Mean Number of Teachers per Center

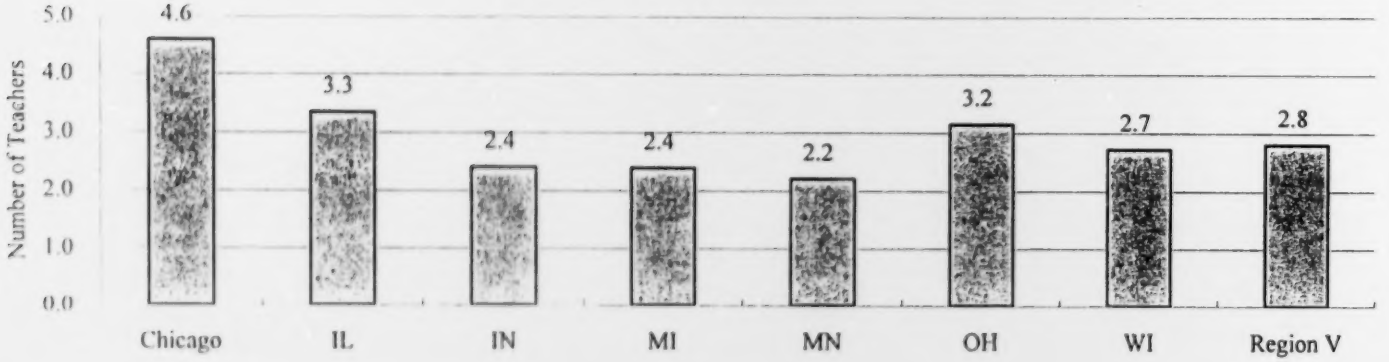

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Table 13. Number of Families served in Programs

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Programs Reporting	2	12	7	11	19	28	29	108
# of Families	94	732	778	804	907	2850	405	6570
Mean # of Families per Program	47.0	61.0	111.1	73.1	47.7	101.8	14.0	60.8

Fig. 12: Mean Number of Families per Program

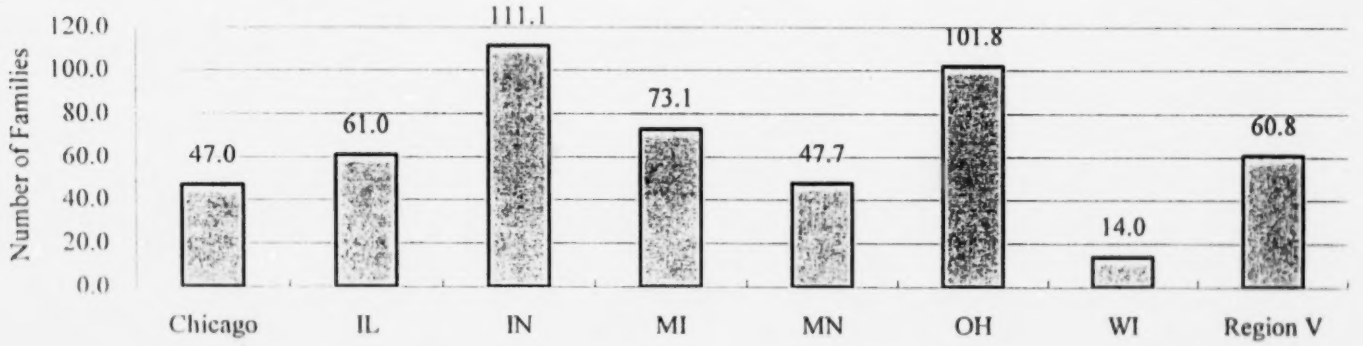

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Table 14. Number of Home Visitors in Programs

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Programs Reporting	2	12	7	11	19	28	29	108
# of Home Visitors	4	67	52	74	89	240	28	554
Mean # of Home Visitors per Program	2.0	5.6	7.4	6.7	4.7	8.6	1.0	5.1

Fig. 13: Mean Number of Home Visitors per Program

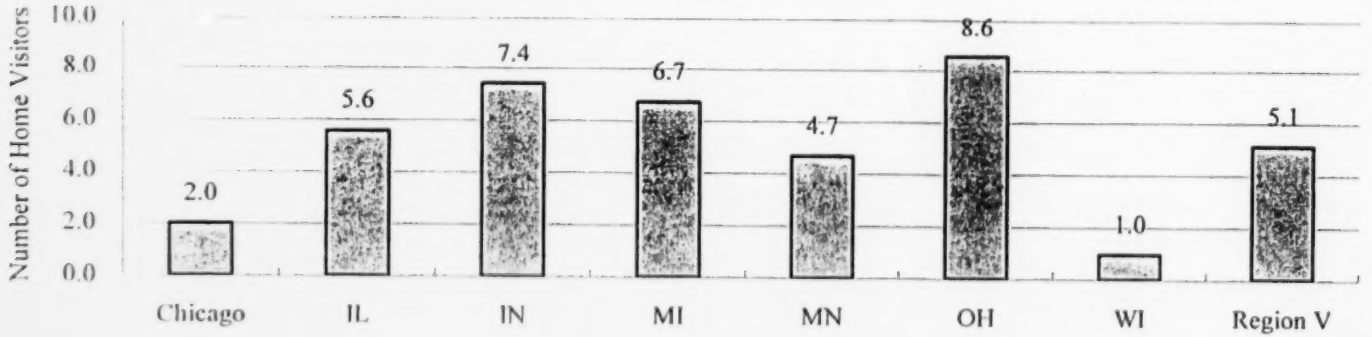

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Table 15. Families and Home Visitors Ratio in Programs

	Chicago	IL	IN	MI	MN	OH	WI	Region V
# of Families	94	732	778	804	907	2850	405	6570
# of Home Visitors	4	67	52	74	89	240	28	554
Mean # of Families per Home Visitors	23.5	10.9	15.0	10.9	10.2	11.9	14.5	11.9

Fig. 14 : Mean Number of Families per Home Visitor

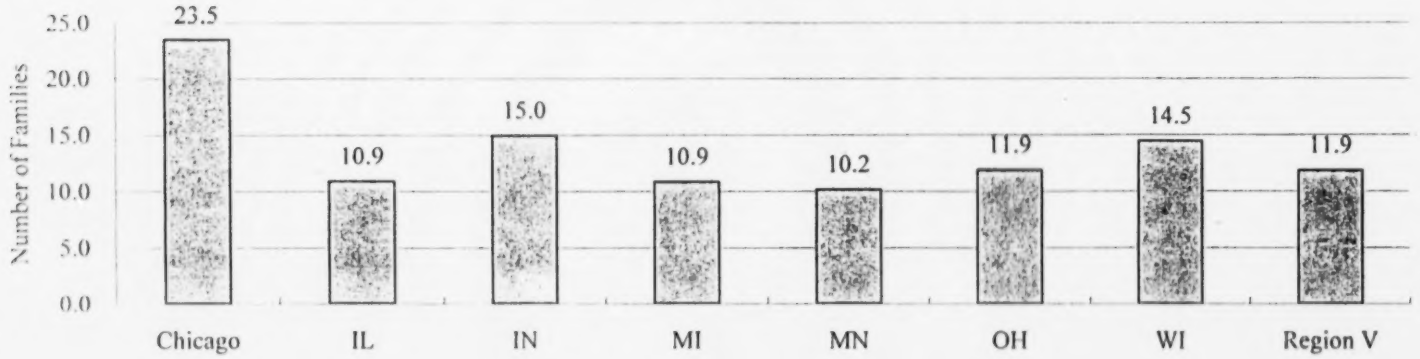

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Table 16. Number of Families and Children Receiving SSI and CCA

	Chicago	IL	IN	MI	MN	OH	WI	Region V	(%)
SSI only -Family-	175 (n=19)	135 (n=20)	289 (n=20)	314 (n=23)	260 (n=11)	871 (n=33)	321 (n=21)	2365 (n=147)	35.9
CCA only -Children-	485 (n=18)	549 (n=21)	461 (n=18)	1507 (n=19)	406 (n=8)	3701 (n=36)	852 (n=19)	7961 (n=139)	8.7
Both SSI & CCA -Family-	190 (n=17)	83 (n=19)	244 (n=17)	171 (n=14)	176 (n=7)	430 (n=27)	218 (n=17)	1512 (n=118)	23.0

Values in parentheses indicate the number of programs responded.

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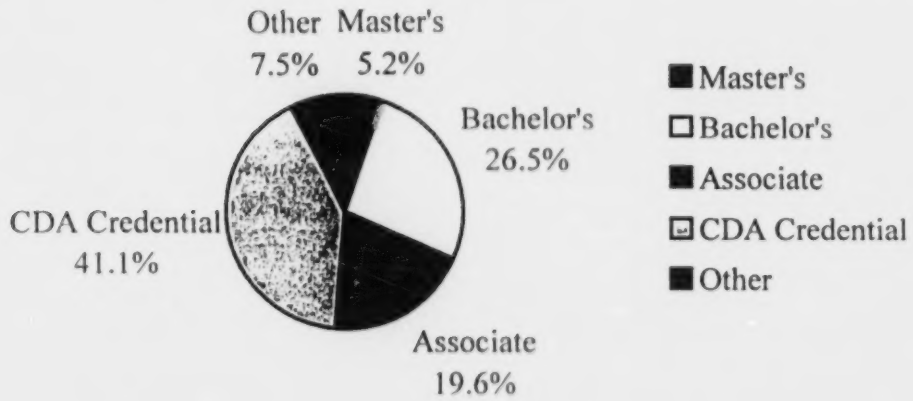
Table17. Degree held by Staff in Programs

Degree	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
Master's	47 (11.9)	35 (3.6)	62 (7.8)	73 (5.4)	30 (6.6)	66 (2.9)	41 (7.3)	354 (5.2)
Bachelor's	108 (27.3)	251 (25.6)	204 (25.5)	359 (26.6)	216 (47.2)	443 (19.6)	224 (40.1)	1805 (26.5)
Associate	119 (30.1)	255 (26.0)	129 (16.1)	241 (17.9)	38 (8.3)	484 (21.4)	70 (12.5)	1336 (19.6)
CDA*	105 (26.5)	350 (35.7)	391 (48.9)	666 (49.4)	158 (34.5)	923 (408.)	204 (36.6)	2797 (41.1)
Other**	17 (4.3)	89 (9.1)	14 (1.8)	10 (0.7)	16 (3.5)	348 (15.4)	19 (3.4)	513 (7.5)
Total	396 (100.0)	980 (100.0)	800 (100.0)	1349 (100.0)	458 (100.0)	2264 (100.0)	558 (100.0)	6805 (100.0)

*CDA: CDA is not recognized as a degree, however, as a teaching qualification indicator, it is included in this particular report.

**Other: Other includes Doctoral Degree, Medical Doctor, High School Diploma, etc.

Fig.15 : Degree (Region V)



CDA: CDA is not recognized as a degree, however, as a teaching qualification indicator, it is included in this particular report.
Other: Other includes Doctoral Degree, Medical Doctor, High School Diploma, etc.

Table 18. Types of Degree and Number of Staff

	Rural	(%)	Small	(%)	Medium	(%)	Large	(%)	N/A*	(%)	Region V
Master's	35	(9.9)	74	(20.9)	90	(25.4)	139	(39.3)	16	(4.5)	354
Bachelor's	272	(15.1)	388	(21.5)	443	(24.5)	531	(29.4)	171	(9.5)	1805
Associate	165	(12.4)	290	(21.7)	401	(30.0)	397	(29.7)	83	(6.2)	1336
CDA**	421	(15.1)	646	(23.1)	715	(25.6)	708	(25.3)	307	(11.0)	2797
Other***	18	(3.5)	39	(7.6)	241	(47.0)	64	(12.5)	151	(29.4)	513
Total	911	(13.4)	1437	(21.1)	1890	(27.8)	1839	(27.0)	728	(10.7)	6805

*N/A: Data was not available.

**CDA: CDA is not recognized as a degree, however, as a teaching qualification indicator, it is included in this particular report.

***Other: Other includes Doctoral Degree, Medical Doctor, High School Diploma, etc.

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Table 19. ANOVA Test Result of Significance for Location (Geographic Area) and Master's Degree

Location	F	p
Large to Medium	0.350	.000***
Large to Small	0.351	.000***
Large to Rural	0.271	.000***
Medium to Small	0.351	.022
Medium to Rural	0.271	.000***
Small to Rural	0.283	.006**

(Population Scale)

Large :	100,000 ~
Medium :	50,000 ~ 100,000
Small :	10,000 ~ 50,000
Rural :	~ 10,000

**p>.01

***p>.001

- Programs in Large areas were significantly more likely (p>.001) than both those in Rural, Small, and Medium areas to have staff with Master's Degree.
- Programs in Medium areas were significantly more likely (p>.001) than those in Rural areas to have staff with Master's Degree.
- Programs in Small areas were significantly more likely (p>.01) than those in Rural areas to have staff with Master's Degree.

Table 20. ANOVA Test Result of Significance for Location (Geographic Area) and Bachelor's Degree

Location	F	p
Large to Medium	0.385	.118
Large to Small	0.407	.000***
Large to Rural	0.338	.000***
Medium to Small	0.421	.000***
Medium to Rural	0.456	.004**
Small to Rural	2.530	.093

(Population Scale)

Large :	100,000 ~
Medium :	50,000 ~ 100,000
Small :	10,000 ~ 50,000
Rural :	~ 10,000

**p>.01

***p>.001

- Programs in Large areas were significantly more likely (p>.001) than both those in Rural and Small areas to have staff with Bachelor's Degree.
- Programs in Medium areas were significantly more likely (p>.001) than those in Small areas to have staff with Bachelor's Degree.
- Programs in Medium areas were significantly more likely (p>.01) than those in Rural areas to have staff with Bachelor's Degree.

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Table 21. ANOVA Test Result of Significance for Location (Geographic Area) and Associate Degree

Location	F	p
Large to Medium	2.776	.022
Large to Small	0.498	.007**
Large to Rural	0.299	.312
Medium to Small	0.402	.000***
Medium to Rural	0.306	.012
Small to Rural	2.750	.049

(Population Scale)

Large :	100,000 ~
Medium :	50,000 ~ 100,000
Small :	10,000 ~ 50,000
Rural :	~ 10,000

**p>.01

***p>.001

- Programs in Large areas were significantly more likely (p>.01) than those in Small areas to have staff with Associate Degree.
- Programs in Medium areas were significantly more likely (p>.001) than those in Small areas to have staff with Associate Degree.

Table 22. ANOVA Test Result of Significance for Location (Geographic Area) and CDA Credential

Location	F	p
Large to Medium	0.372	.058
Large to Small	0.405	.000***
Large to Rural	0.334	.115
Medium to Small	0.421	.015
Medium to Rural	2.122	.398
Small to Rural	2.513	.01**

(Population Scale)

Large :	100,000 ~
Medium :	50,000 ~ 100,000
Small :	10,000 ~ 50,000
Rural :	~ 10,000

**p>.01

***p>.001

- Programs in Large areas were significantly more likely (p>.001) than those in Small areas to have staff with CDA.
- Programs in Small areas were significantly more likely (p>.01) than those in Rural areas to have staff with CDA.

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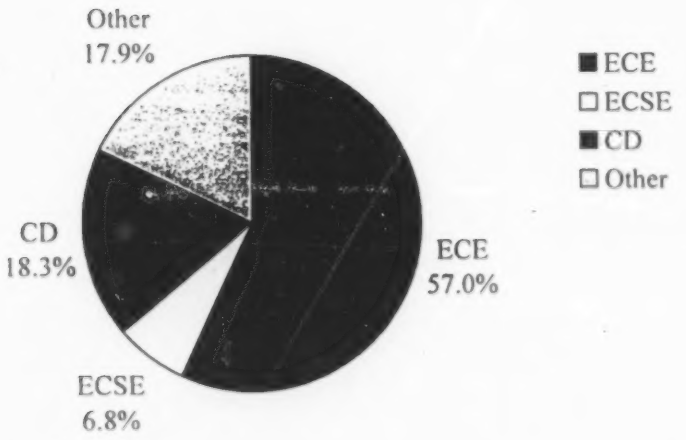
Table 23. Major Field Studied by Staff in Programs

Major	Chicago (%)	IL (%)	IN (%)	MI (%)	MN (%)	OH (%)	WI (%)	Region V (%)
ECE*	71 (68.9)	168 (62.2)	104 (38.1)	170 (55.2)	63 (44.7)	458 (63.9)	114 (56.2)	1148 (57.0)
ECSE**	1 (1.0)	18 (6.7)	7 (2.6)	82 (26.6)	7 (5.0)	5 (0.7)	17 (8.4)	137 (6.8)
CD***	30 (29.1)	41 (15.2)	53 (19.4)	19 (6.2)	14 (9.9)	177 (24.7)	35 (17.2)	369 (18.3)
Other****	1 (1.0)	43 (15.9)	109 (39.9)	37 (12.0)	57 (40.4)	77 (10.7)	37 (18.2)	361 (17.9)
Total	103 (100.0)	270 (100.0)	273 (100.0)	308 (100.0)	141 (100.0)	717 (100.0)	203 (100.0)	2015 (100.0)

*ECE: Early Childhood Education
**ECSE: Early Childhood Special Education
***CD: Child Development
****Other: Other includes Registered Nurse, Elementary Education, Social Work, Family Studies, Human Communication, etc.

Fig.16 : Major (Region V)



ECE: Early Childhood Education

ECSE: Early Childhood Special Education

CD: Child Development

Other: Other includes Registered Nurse, Elementary Education, Social Work, Family Studies, Human Communication, etc.

Table 24. Top 5 Concerns on "Top5 Issues"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Family Involvement/ Volunteering	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Challenging Behaviors	Family Involvement/ Volunteering	Family Involvement/ Volunteering	Recruitment of Children	Recruitment of Children	Recruitment of Children/ Selection of Qualified Staff	Family Involvement/ Volunteering	Family Involvement/ Volunteering
3	Facilities	Professional Development for Staff	Facilities	Facilities	Professional Development for Staff	Professional Development for Staff	Recruitment of Children	Professional Development for Staff
4	Resources for Jobs	Support for Staff	Professional Development for Staff	Family Involvement/ Volunteering	Appropriate Curriculum & Environment	Recruitment of Children	Technology	Recruitment of Children
5	Recruitment of Children	Family Partnership Agreement	HSFIS	Professional Development for Staff	Recruitment of Children/ Selection of Qualified Staff	Mentoring/Supervision of Staff	HSFIS	Facilities

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Fig.17 : Top 5 Ranking on "Top 5 Issues" (Region V)

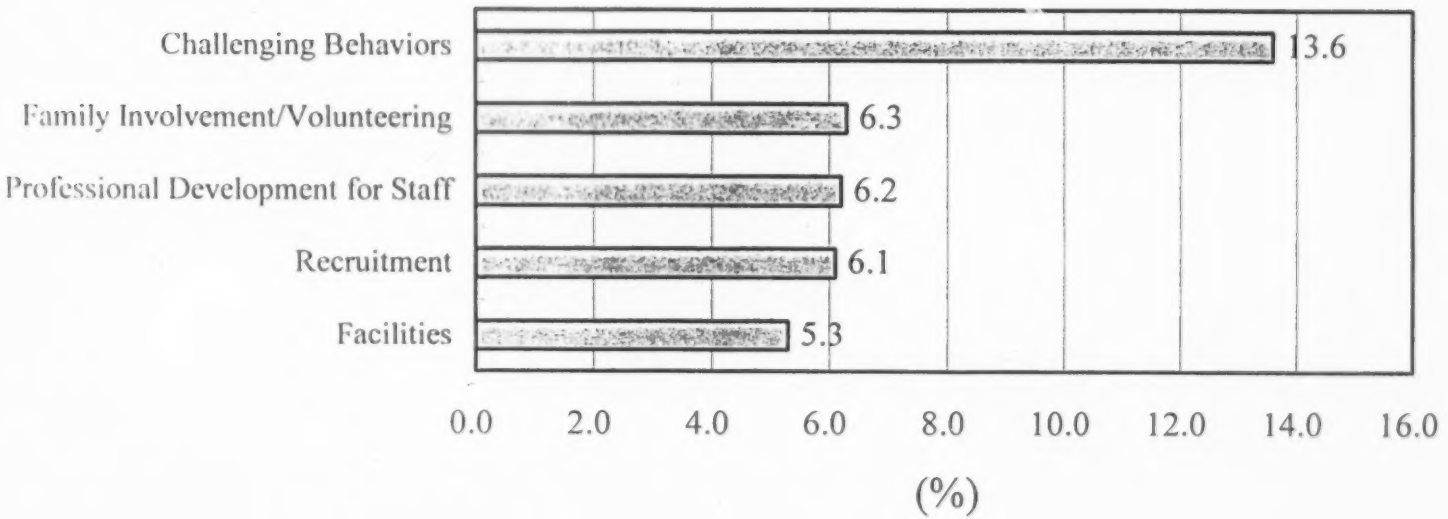

Table 25. Top 5 Concerns on "Yes, It's our Issue"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Family Involvement/ Volunteering	Family Involvement/ Volunteering	Professional Development for Staff	Family Partnership Agreement	Multi-Cultural/ Multi-Lingual Issues	Recruitment of Children/ Selection of Qualified Staff	Family Involvement/ Volunteering	Family Involvement/ Volunteering
3	Resources for Jobs	Facilities	Family Involvement/ Volunteering	Facilities	Technology	Professional Development for Staff	Professional Development for Staff	Professional Development for Staff
4	Recruitment of Children	Family Partnership Agreement	Recruitment of Children/ Selection of Qualified Staff	Recruitment of Children	Appropriate Curriculum & Environment	Mentoring/ Supervision of Staff	Mentoring/ Supervision of Staff	Recruitment of Children/ Selection of Qualified Staff
5	Recruitment of Children/ Selection of Qualified Staff	Recruitment of Children/ Selection of Qualified Staff	Support for Staff	Recruitment of Children/ Selection of Qualified Staff	Child Care Collaboration	Recruitment of Children	Recruitment of Children	Mentoring/Supervision of Staff

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Fig.18 : Top 5 Ranking on "Yes, It's our Issue" (Region V)

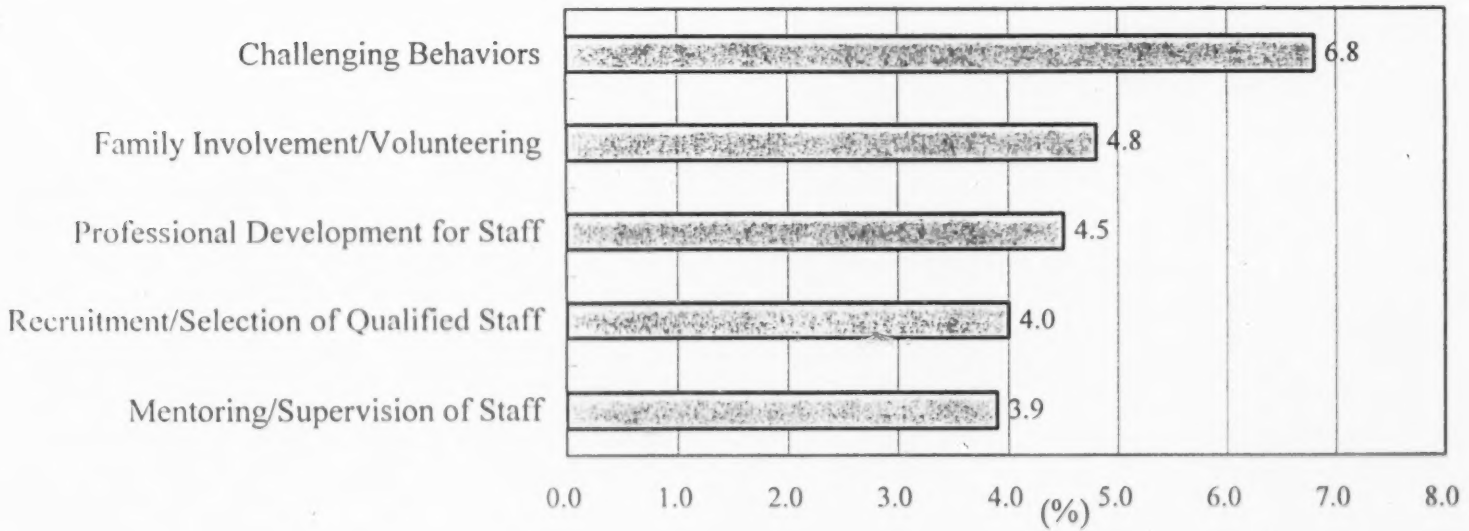

Table 26. Top 5 Concerns on "Phone TA"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Recruitment of Children	Interagency Agreements	Challenging Behaviors	Challenging Behaviors	Child Care Collaboration	Recruitment of Children/ Selection of Qualified Staff	Recruitment of Children	Recruitment of Children
2	Enrollment of Children	Child Care Collaboration	Family Involvement/ Volunteering	Recruitment of Children	Welfare Reform	Disabilities Services Regulations/Plan	Family Involvement/ Volunteering	Challenging Behaviors
3	Child Care Collaboration	Family Involvement/ Volunteering	Support for Staff	Screening & Assessment	Challenging Behaviors	Collaboration/ Identification of Community Resources	Child Care Collaboration	Child Care Collaboration
4	Collaboration/ Identification of Community Resources	Recruitment of Children/ Selection of Qualified Staff	Facilities	HSFIS	Screening & Assessment	Child Care Collaboration	Challenging Behaviors	Recruitment of Children/ Selection of Qualified Staff
5	Resources for Jobs	Transition	Recruitment of Children	Multi-Cultural/ Multi-Lingual Issues	Health/Managed Care	Interagency Agreements	Enrollment of Children	Family Involvement/ Volunteering

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Fig.19 : Top 5 Ranking on "Phone TA" (Region V)

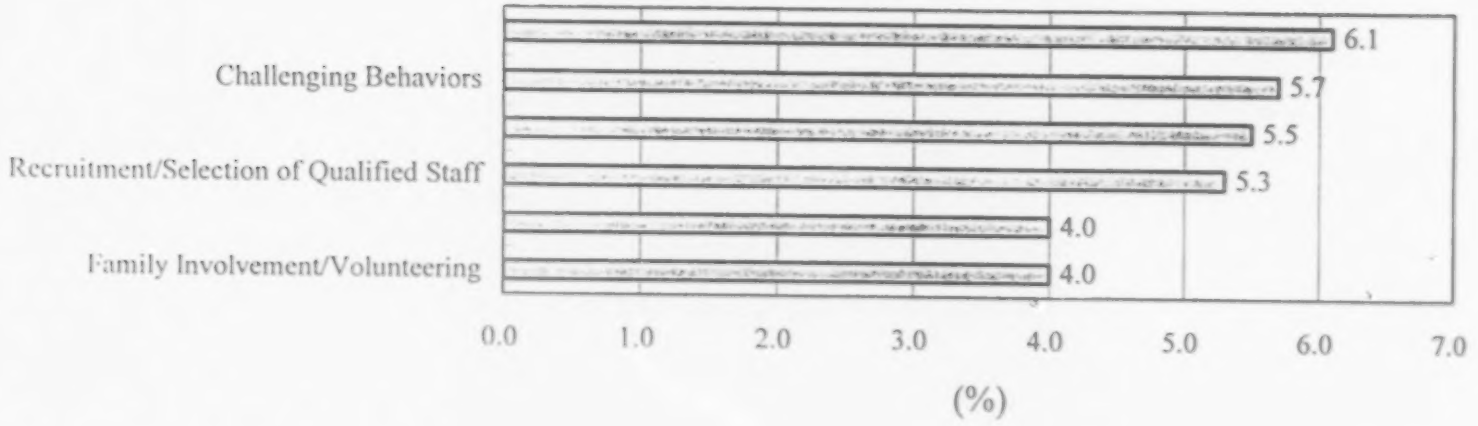

Table 27. Top 5 Concerns on "On-site TA"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Mentoring/Supervision of Staff	Challenging Behaviors	Challenging Behaviors
2	Recruitment	Appropriate Curriculum & Environment	Professional Development for Staff	HSFIS	Appropriate Curriculum & Environment	Challenging Behaviors	HSFIS	Family Involvement/ Volunteering
3	Family Involvement/ Volunteering	Family Partnership Agreement	HSFIS	Recruitment	Child Care Collaboration	Technology	Family Involvement/ Volunteering	Mentoring/Supervision of Staff
4	Family Partnership Agreement	Child Care Collaboration	Family Involvement/ Volunteering	Family Involvement/ Volunteering	HSFIS	Professional Development for Staff	Technology	Professional Development for Staff
5	Facilities	Professional Development for Staff	Mentoring/Supervision of Staff	Recruitment/Selection of Qualified Staff	Multi-Cultural/ Multi-Lingual Issues	Recruitment	Family Partnership Agreement	HSFIS

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Fig.20 : Top 5 Ranking on "On-site TA" (RegionV)

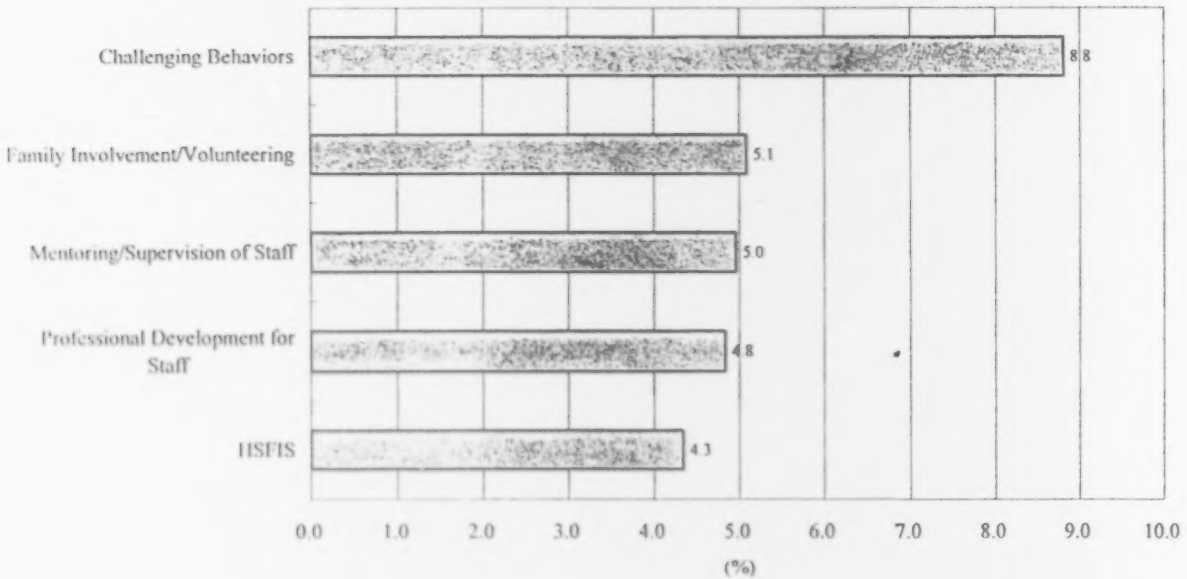

Table 28: Top 5 Concerns on "Distance Learning"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Professional Development for Staff	Challenging Behaviors	Transition	Appropriate Curriculum & Environment	Child Care Collaboration	Professional Development for Staff	Challenging Behaviors	Challenging Behaviors
2	Disabilities Services Regulations/Plan	Technology	Technology	Professional Development for Staff	Facilities	Challenging Behaviors	Professional Development for Staff	Professional Development for Staff
3	Individuals with Disabilities Education Act	Family Involvement/ Volunteering	Child Health, Nutrition, & Safety	Developing Individualized Education Programs (IEP)	Program Design	Mentoring/ Supervision of Staff	Family Partnership Agreement	Mentoring/ Supervision of Staff
4	Americans with Disabilities Act	Families Facing Violence in the Environment	Challenging Behaviors	Challenging Behaviors	Collaboration/ Identification of Community Resources	Support for Staff	Recruitment	Family Involvement/ Volunteering
5	Revised Performance Standards	Welfare Reform	Screening & Assessment	Screening & Assessment	Transition	Recruitment/Selection of Qualified Staff	Family Involvement/ Volunteering	Families Facing Violence in the Environment

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Top 5 Ranking on "Distance Learning" (Region V)

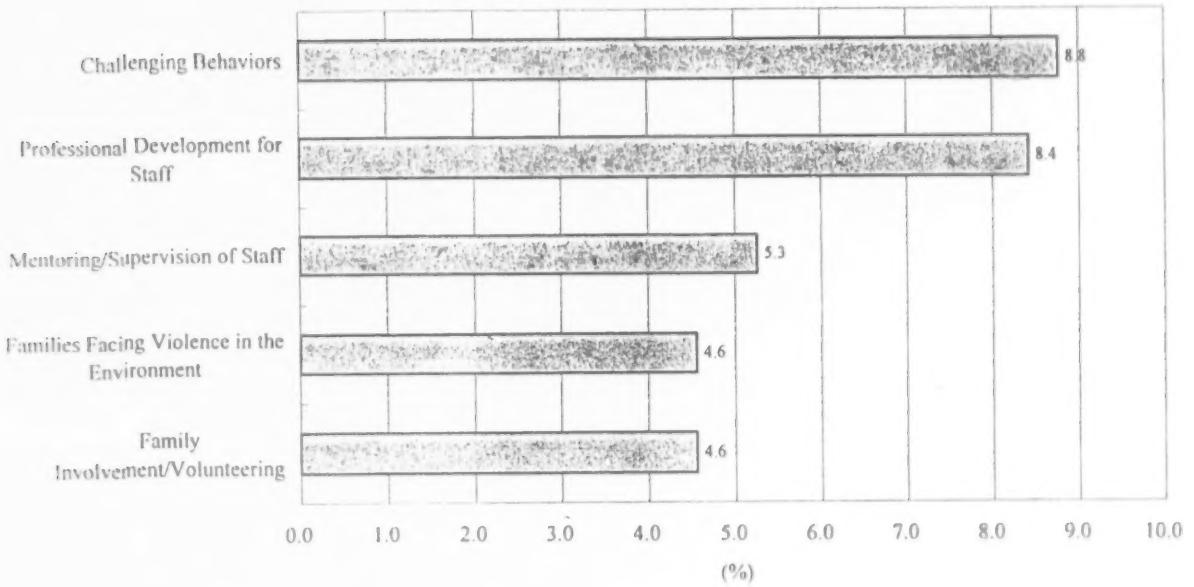

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Table 29. Top5 Concerns on "College Credit"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Professional Development for Staff	Challenging Behaviors	Professional Development for Staff	Professional Development for Staff	Challenging Behaviors	Professional Development for Staff	Professional Development for Staff	Professional Development for Staff
2	Challenging Behaviors	Families Facing Violence in the Environment	Challenging Behaviors	Challenging Behaviors	Appropriate Curriculum & Environment	Challenging Behaviors	Multi-Cultural/ Multi-Lingual Issues	Challenging Behaviors
3	Multi-Cultural/ Multi-Lingual Issues	Technology	Mentoring/Supervision of Staff	Developing Individualized Education Programs (IEP)	Screening & Assessment	Recruitment/Selection of Qualified Staff	Child Health, Nutrition, & Safety	Mentoring/Supervision of Staff
4	Collaboration/ Identification of Community Resources	Appropriate Curriculum & Environment	Resources for Jobs	Appropriate Curriculum & Environment	Professional Development for Staff	Support for Staff	Challenging Behaviors	Recruitment/Selection of Qualified Staff
5	Disabilities Services Regulations/Plan	Family Involvement/ olunteering	Family Partnership Agreement	Screening & Assessment		Mentoring/Supervision of Staff	Mentoring/Supervision of Staff	Screening & Assessment

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Fig.22 : Top 5 Ranking on "College Credit" (Region V)

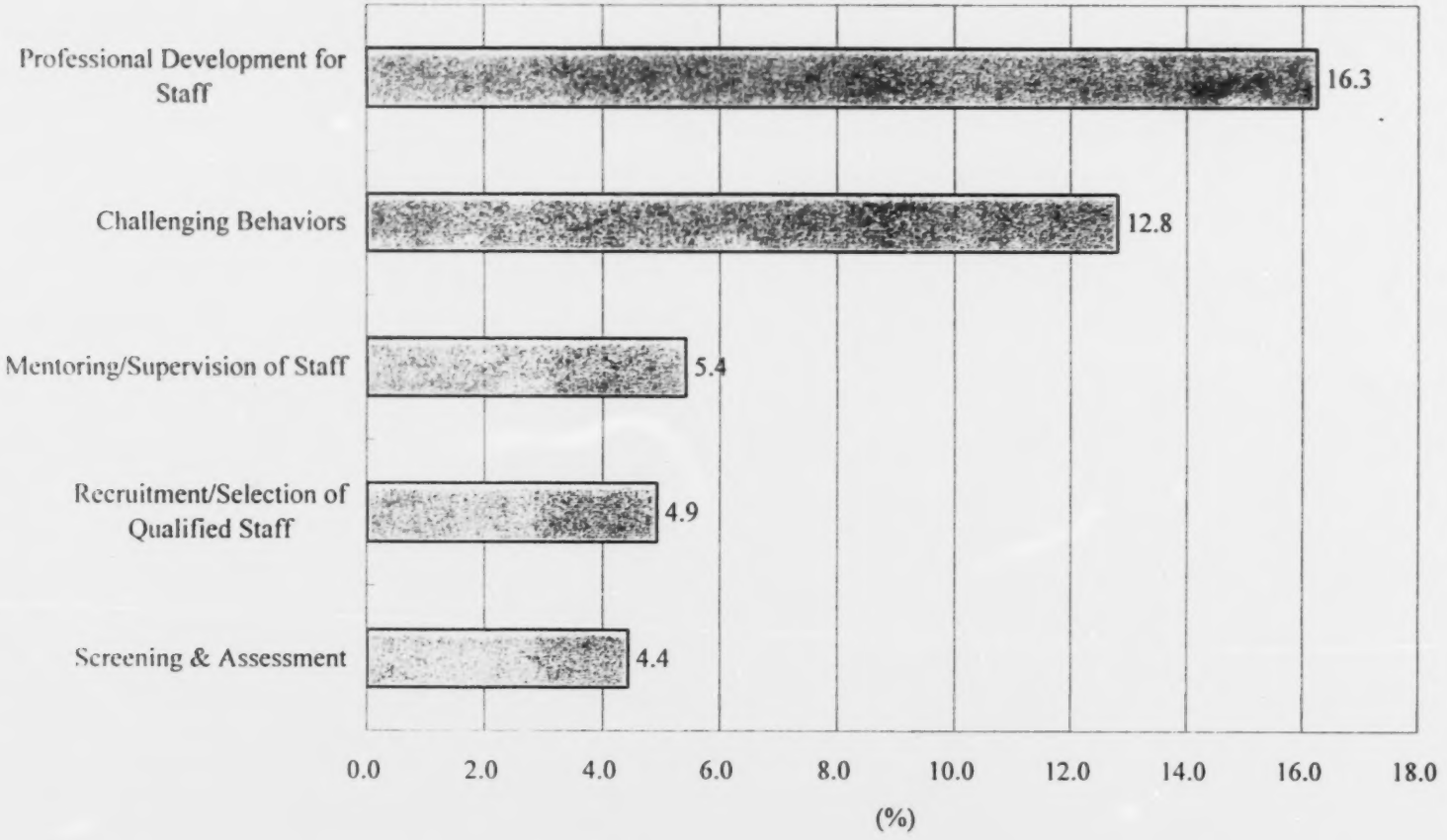

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Table 30. Top 5 Concerns on "Resource Library"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Resources for Jobs	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Technology	Challenging Behaviors
2	Challenging Behaviors	Interagency Agreements	Family Involvement/ Volunteering	Appropriate Curriculum & Environment	Screening & Assessment	Parents w/ Special Needs	Multi-Cultural/ Multi-Lingual Issues	Parents w/ Special Needs
3	Family Partnership Agreement	Multi-Cultural/ Multi-Lingual Issues	Professional Development for Staff	Parents w/ Special Needs	Child Care Collaboration	Support for Staff	Appropriate Curriculum & Environment	Resources for Jobs
4	Disabilities Services Regulations/Plan	Individuals with Disabilities Education Act	Transition	Resources for Jobs	Revised Performance Standards	Recruitment	Resources for Jobs	Appropriate Curriculum & Environment
5	Individuals with Disabilities Education Act	Americans with Disabilities Act	Disabilities Services Regulations/Plan	Multi-Cultural/ Multi-Lingual Issues	Family Partnership Agreement	Resources for Jobs	Program Design	Family Involvement/ Volunteering

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Fig.23 : Top 5 Ranking on "Resource Library" (Region V)

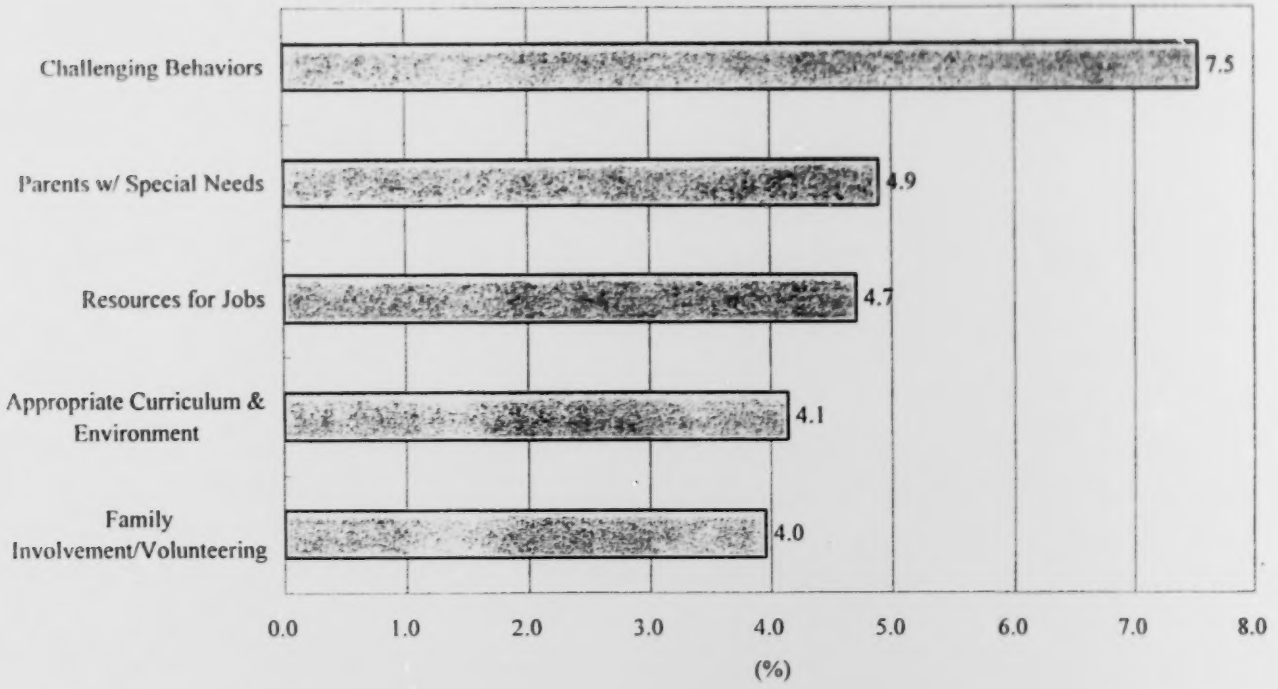

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Table 31. Top 5 Concerns on "Training"

Rank	Chicago	IL	IN	MI	MN	OH	WI	Region V
1	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Appropriate Curriculum & Environment	Family Involvement/Volunteering	Professional Development for Staff	Recruitment	HSFIS	Support for Staff	Families Facing Violence in the Environment	Professional Development for Staff
3	Revised Performance Standards	Appropriate Curriculum & Environment	Appropriate Curriculum & Environment	Technology	Technology	Recruitment	Multi-Cultural/ Multi-Lingual Issues	Family Involvement/ Volunteering
4	Professional Development for Staff	Developing Individualized Education Programs (IEP)	Mentoring/Supervision of Staff	Appropriate Curriculum & Environment	Welfare Reform	Professional Development for Staff	Technology	Appropriate Curriculum & Environment
5	Welfare Reform	Screening Assessment & HSFIS		Support for Staff	Mentoring/Supervision of Staff	Mentoring/Supervision of Staff	Family Involvement/ Volunteering	Mentoring/Supervision of Staff

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Fig.24: Top 5 Ranking on "Training" (RegionV)

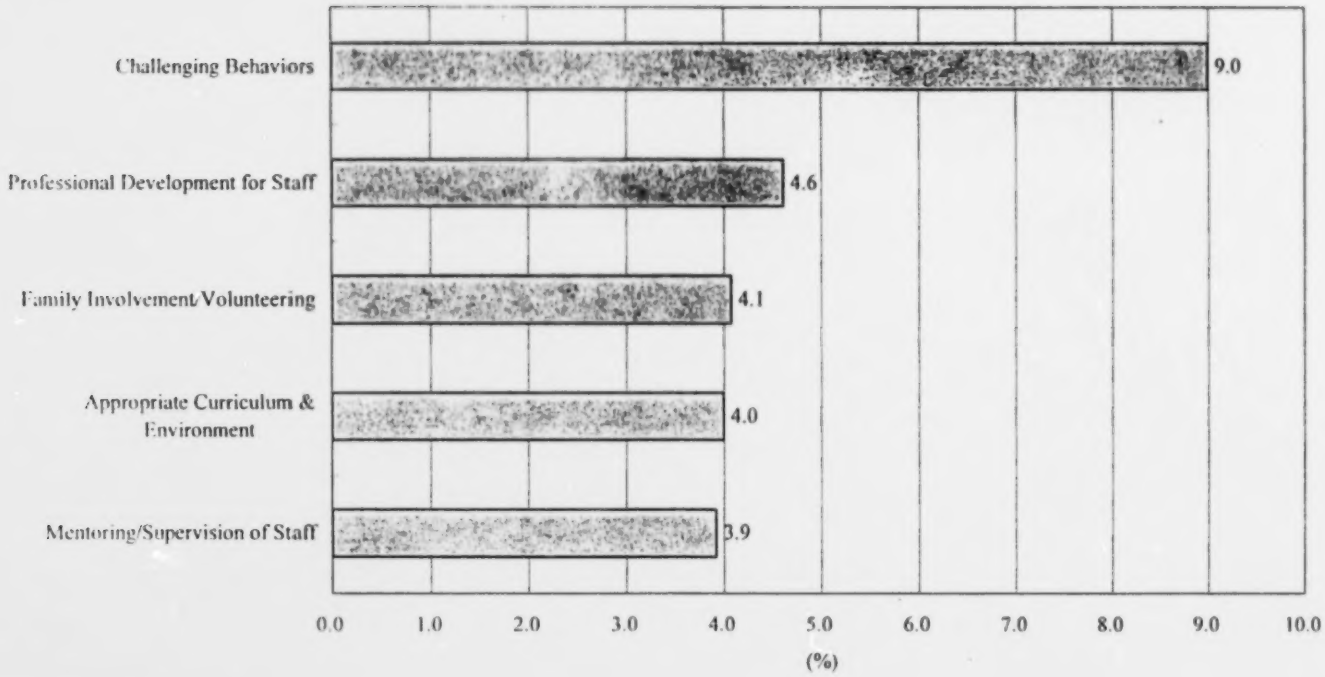

Table 32. Number of Response (%) on the Assistance (Region V)

Types of Assistance	Number of Response (%)
Phone TA	344 (9.9)
On-site TA	806 (23.2)
Distance Learning	285 (8.2)
College Credit	203 (5.9)
Resource Library	531 (15.3)
Training	1,301 (37.5)
Total Response for those Assistance	3,470

Table 33. Top 5 Concerns on "Top 5 Issues" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Mentoring/Supervision of Staff	Family Involvement/Volunteering	Family Involvement/Volunteering	Recruitment	Family Involvement/Volunteering
3	HSFIS	Professional Development for Staff	Facilities	Recruitment/Selection of Qualified Staff	Professional Development for Staff
4	Recruitment	Facilities	Recruitment	Professional Development for Staff	Recruitment
5	Families Facing Violence in the Environment	HSFIS	Professional Development for Staff	Support for Staff	Facilities

Table 34. Top 5 Concerns on "Yes, Its' our Issue" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Family Involvement/Volunteering	Family Involvement/Volunteering	Family Involvement/Volunteering	Family Partnership Agreement	Family Involvement/Volunteering
3	Mentoring/Supervision of Staff	Recruitment	Mentoring/Supervision of Staff	Family Involvement/Volunteering	Professional Development for Staff
4	Technology	Professional Development for Staff	Professional Development for Staff	Recruitment/Selection of Qualified Staff	Recruitment/Selection of Qualified Staff
5	Multi-Cultural/Multi-Lingual Issues	Facilities	Recruitment	Professional Development for Staff	Mentoring/Supervision of Staff

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Table 35. Top 5 Concerns on "Phone TA" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Multi-Cultural/Multi-Lingual Issues	Recruitment	Child Care Collaboration	Recruitment	Recruitment
2	Revised Performance Standards	Facilities	Recruitment	Child Care Collaboration	Challenging Behaviors
3	Enrollment of Children	Child Care Collaboration	Screening & Assessment	Collaboration/Identification of Community Resources	Child Care Collaboration
4	Challenging Behaviors	Family Involvement/Volunteering	Family Involvement/Volunteering	Support for Staff	Recruitment/Selection of Qualified Staff
5	Child Care Collaboration	Interagency Agreements	Recruitment/Selection of Qualified Staff	Challenging Behaviors	Family Involvement/Volunteering

Table 36. Top 5 Concerns on "On-site TA" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Mentoring/Supervision of Staff	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Challenging Behaviors	HSFIS	Family Involvement/Volunteering	Recruitment	Family Involvement/Volunteering
3	Screening & Assessment	Family Involvement/Volunteering	Recruitment	Mentoring/Supervision of Staff	Mentoring/Supervision of Staff
4	Family Involvement/Volunteering	Recruitment/Selection of Qualified Staff	Child Care Collaboration	Professional Development for Staff	Professional Development for Staff
5	Support for Staff	Child Care Collaboration	Technology	Technology	HSFIS

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Table 37. Top 5 Concerns on "Distance Learning" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Challenging Behaviors	Professional Development for Staff	Challenging Behaviors	Professional Development for Staff	Challenging Behaviors
2	Recruitment/Selection of Qualified Staff	Mentoring/Supervision of Staff	Families Facing Violence in the Environment	Challenging Behaviors	Professional Development for Staff
3	Support for Staff	Challenging Behaviors	Technology	Family Involvement/Volunteering	Mentoring/Supervision of Staff
4	Mentoring/Supervision of Staff	Families Facing Violence in the Environment	Appropriate Curriculum & Environment	Recruitment	Family Involvement/Volunteering
5	Professional Development for Staff	Multi-Cultural/Multi-Lingual Issues	Screening & Assessment	Recruitment/Selection of Qualified Staff	Families Facing Violence in the Environment

Table 38. Top 5 Concerns on "College Credit" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Professional Development for Staff	Professional Development for Staff	Professional Development for Staff	Professional Development for Staff	Professional Development for Staff
2	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
3	Screening & Assessment	Screening & Assessment	Multi-Cultural/Multi-Lingual Issues	Appropriate Curriculum & Environment	Mentoring/Supervision of Staff
4	Recruitment/Selection of Qualified Staff	Recruitment/Selection of Qualified Staff	Appropriate Curriculum & Environment	Technology	Recruitment/Selection of Qualified Staff
5	Support for Staff	Support for Staff	Families Facing Violence in the Environment	Recruitment/Selection of Qualified Staff	Screening & Assessment

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Table 39. Top 5 Concerns on "Resource Library" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Multi-Cultural/Multi-Lingual Issues	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	Resources for Jobs	Family Involvement/Volunteering	Multi-Cultural/Multi-Lingual Issues	Resources for Jobs	Parents w/ Special Needs
3	Transition	Child Care Collaboration	Appropriate Curriculum & Environment	Parents w/ Special Needs	Resources for Jobs
4	Technology	Appropriate Curriculum & Environment	Resources for Jobs	Child Care Collaboration	Appropriate Curriculum & Environment
5	Recruitment	Screening & Assessment	Family Involvement/Volunteering	Family Partnership Agreement	Family Involvement/Volunteering

Table 40. Top 5 Concerns on "Training" by Location Subgroup

Rank	Rural	Small	Medium	Large	Region V
1	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors	Challenging Behaviors
2	HSFIS	Recruitment	Professional Development for Staff	Family Involvement/Volunteering	Professional Development for Staff
3	Multi-Cultural/Multi-Lingual Issues	Family Involvement/Volunteering	Appropriate Curriculum & Environment	Recruitment/Selection of Qualified Staff	Family Involvement/Volunteering
4	Welfare Reform	Technology	Family Involvement/Volunteering	Appropriate Curriculum & Environment	Appropriate Curriculum & Environment
5	Families Facing Violence in the Environment	Mentoring/Supervision of Staff	Mentoring/Supervision of Staff	Professional Development for Staff	Mentoring/Supervision of Staff

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Table 41. Other Diagnosed Children Served at Programs

	Number of Children	Proportion (%)
Developmental Delay	1894	16.4
At-Risk	5944	51.5
Other	9	0.1
N/A*	3700	32.0
Total	11547	100.0

*N/A: Data was not available on all children enrolled.

Table 42. Types of Diagnosed Disability

	Chicago	IL	IN	MI	MN	OH	WI	Region V
RATE 5	Behavior Disorder Speech/Lang. CP Hydrocephalus Autism	Speech/Lang. Ortho. Imp. Behavior Disorder Visual Imp. ADD CP Down Syndrome MR	Emot/Behav. Health Imp. Autism Multiple Imp. Soc/Emot. Ortho. Imp. CP MR. Severe/Multi	Speech/Lang. Health Imp. Emot/Behav. ADHD Hearing Imp. ADD Ortho. Imp. Autism TBI Kidney Failure LD MR Multiple Imp. Optic Nerve Hypoplasia Mystagmus Spina Bifida	ADHD Hearing Imp. MR ODD ODD/EBD Ortho. Imp. Autism Emot/Behav Profound Pulmonary Diseasw TBI	Speech/Lang. Emot/Behav. Ortho. Imp. Autism Behavior Disorder Hearing Imp. Soc/Emo/Behav. CP Health Imp. Cofferin-Syndrome Blindness Multiple Imp. Argelman's Syndrome Visual Imp.	Emotional Disorder SOD* ADHD Ortho. Imp. Cognit. Delay Health Imp. Visual Imp. Emot/Behav. LD Multiple Imp. Speech/Lang.	Speech/Lang. Emot/Behav. Health Imp. ADHD Behavior Disorder Autism Ortho. Imp. Hearing Imp. SOD*
RATE 4	Behavior Disorder Ortho Imp Psychological	Speech/Lang. Asthma Behavior Disorder Emot/Behav. Hearing Imp. Ortho. Imp. Epilepsy Ortho. Imp.	Communication Emot/Behav. ADHD Mentary Handicapped Ortho. Imp. MI Mild MR MIMH Speech/Lang. Autism Health Other Imp. MR TBI	Health Imp. Behavior Disorder PPI PDHI Emot/Behav. Ortho. Imp. ADHD Pre-primary impaired Digestig Reflex Disorder Hirshbrings Disease MR Multiple Imp. Visual Imp.	ADHD Emotional Behavior Disorderal Hearing Imp. TBI Visual Imp.	Speech/Lang. Multiple Imp. DD Behavior Disorder Motor Imp. Ortho. Imp. ADHD Emot/Behav. Health Imp. Hearing Imp. So/Emo/Behav. Down Syndrome Autism CP	Speech/Lang. LD Health Imp. Emotional Disorder Cognit. Delay Autism Visual Imp. CP	Speech/Lang. Health Imp. Behavior Disorder Multiple Imp. Communication DD Emot/Behav. MR ADHD Ortho. Imp.

*SOD: Sept-Optic Dysplasia

Table 42. Types of Diagnosed Disability (continued)

RATE 3	Emot/Behav. Speech/Lang. Visual Imp.	Speech/Lang. Health Imp. Emot/Behav. Visual Imp. Behavior Disorder Ortho. Imp. Bilingual Spine Bifide	Speech Communication Health Imp. MMR Ortho. Imp. MR Hearing Imp. Learning Disabled MIMH Emot/Behav. Visual Imp. Autism Cisual Imp. Down Syndromes MMR	Speech/Lang. Health Imp. Autism DD Leaning Disability Emot/Behav. Pre-primary impaired Heart MR Ortho. Imp. Diabetic Allegies Mobius Syndrome PKU Seizure Disorder Visual Imp.	Speech/Lang. DD MR Hearing Imp. Autism Ortho. Imp.	Health Imp. Speech/Lang. Communication Emot/Behav. Emotional Motor Imp. Adaptive LEA IEP's Fine Motor DD Hearing Imp. LD Ortho. Imp. ADHD Autism So/Emo/Behav.	Speech/Lang. Cognit. Delay Health Imp. Emotional Disorder Ortho. Imp. Autism Multiple Disability	Speech/Lang. Health Imp. MR Emot/Behav. Communication DD Ortho. Imp. Autism Hearing Imp.
RATE 2	Speech/Lang. Behavior Disorder LD Health Imp. Lead Poisoning CP Motor Ability	Speech/Lang. Health Imp. Ortho. Imp. Emot/Behav. Autism Visual Imp. Down Syndrome	Communication Speech/Lang. Health Imp. Mild MR MIMH Hearing Imp. Multiple Imp. Autism Emot/Behav. Ortho. Imp. Visual Imp.	Speech/Lang. Asthma Health Imp. Chronic Illness PPI ADHD Emot/Behav. Hearing Imp. MR Ortho. Imp. Pre-primary impaired Visual Imp. Down Syndrome ADD Cleft Palate LD Pervasie Dirorder	Genetic Throat Anomaly Health Imp. Ortho. Imp. Hydrocephalus	Speech/Lang. So/Emo/Behav. Communication DD Emot/Behav. Hearing Imp. Speech/Emotional/ Behavior Disorder Health Imp. Motor. Imp. ADD Ortho. Imp. MR LD Autism	Speech/Lang. SOD* ADHD Cognit. Delay Special Diet Emotional Disorder Ortho. Imp. MR LD Hearing Imp. Health Imp.	Speech/Lang. Communication So/Emo/Behav. Health Imp. MR Asthma Emot/Behav. Hearing Imp. SOD* ADHD

*SOD: Sept-Optic Dysplasia

Table 42. Types of Diagnosed Disability (continued)

RATE 1	Speech/Lang. Obesity Asthma Sickle Cell Disease Behavior Disorder Emot/Behav. Health Imp. LD Ocupational Therapy Visual Imp.	Speech/Lang. Health Imp. Asthma Autism Down Syndrome Hearing Imp. MR	Speech/Lang. Communication MIMH Visual Imp. MR Hearing Imp. Down Syndromes Health Imp. LD MD Ortho. Imp. Seizures	Speech/Lang. Health Imp. Visual Imp. Asthma Emot/Behav. Hearing Imp. ADHD Autism CP Congential Scoliosis Heart Lead Poisoning CP PPI Reactive Airway Disorder Seizure TBI	Speech/Lang. General ECSE Asthma ADHD Aortis/cardiac stenosis Cleft lip / Cleft palate Health Imp. DD Micro-phagrocephaly PKU Possible Cancer	Communication Speech/Lang. Emot/Behav. Health Imp. DD Moter Imp. Adaptive Behavior Disorder Autism Hearing Imp. Language Social Skills Spina Bifida Visual Imp. LD	Speech/Lang. Health Imp. Motor Delay Cognit. Delay Ortho. Imp. ADHD SOD* Visual Imp. Medical Needs	Speech/Lang. Communication Health Imp. Emot/Behav. General ECSE DD Visual Imp. Motor Imp. Asthma Cognit. Delay
No RATE**	Speech/Lang. Behavior Disorder Autism Emot/Behav. Down Syndrome Visual Imp. Ortho. Imp.	Speech/Lang. Multiple Imp. Health Imp. Emot/Behav. Ortho. Imp. Behavior Disorder LD DD Visual Imp. Autism	Speech/Lang. Autism MR Angelman's Syndrome Down Syndromes Health Imp. Hearing Imp. LD Rubinstein-Taybi-Synrome Static Encephalopathy	Speech/Lang. Ortho. Imp. Visual Imp.	Speech/Lang. Emotional Behavior Disorderal Ortho. Imp. ADHD Visual Imp.	Speech/Lang. Asthma Health Imp. Visual Imp. Seizures ADD Attachment Disorder Heart Disease Maple Syrup Disease Muscular Dystrophy Neurofibromatosis Ortho. Imp.		Speech/Lang. Asthma Hearing Imp. Visual Imp. Muñiple Imp. Health Imp. Behavior Disorder Emot/Behav. Ortho. Imp..

*SOD: Sept-Optic Dysplasia

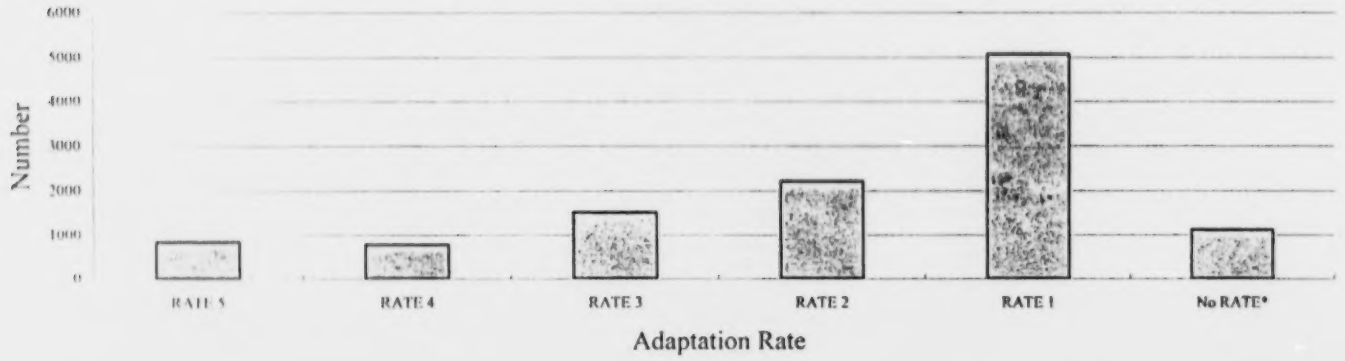
**No RATE: No adaptation rate was given.

Table 43. Number of Children Diagnosed Disability in each Adaptation Rate

Adaptation RATE	Region V (%)
RATE 5	840 (7.3)
RATE 4	772 (6.7)
RATE 3	1523 (13.2)
RATE 2	2215 (19.2)
RATE 1	5076 (43.9)
No RATE*	1121 (9.7)
Grand Total	11547

*No RATE: No adaptation rate was given.

Fig.25 : Number of Children Diagnosed Disability (Region V)



*No RATE: No adaptation rate was given.

Table 44. Top 3 Types of Diagnosed Disability

Chicago

	Types of Diagnosed Disability					
	RATE 5	**RATE 4**	**RATE 3**	**RATE 2**	**RATE 1**	**No RATE**
1	Behavior Disorder	Behavior Disorder	Emot/Behav.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Speech/Lang.	Ortho. Imp.	Speech/Lang.	Behavior Disorder	Obesity	Behavior Disorder
3	CP	Psychological	Visual Imp.	LD	Asthma	Autism

IL

	Types of Diagnosed Disability					
	RATE 5	**RATE 4**	**RATE 3**	**RATE 2**	**RATE 1**	**No RATE**
1	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Ortho. Imp.	Asthma	Health Imp.	Health Imp.	Health Imp.	Multiple Imp.
3	Behavior Disorder	Behavior Disorder	Emot/Behav.	Ortho. Imp.	Asthma	Health Imp.

IN

	Types of Diagnosed Disability					
	RATE 5	**RATE 4**	**RATE 3**	**RATE 2**	**RATE 1**	**No RATE**
1	Emot/Behav.	Communication	MR	Communication	Speech/Lang.	Speech/Lang.
2	Health Imp.	Emot/Behav.	Communication	Speech/Lang.	Communication	Autism
3	Autism	ADHD	Health Imp.	Health Imp.	MIMH	MR

Table 44. Top 3 Types of Diagnosed Disability (continued)

MI

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Speech/Lang.	Health Imp.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Health Imp.	Behavior Disorderal	Health Imp.	Asthma	Health Imp.	Ortho. Imp.
3	Emot/Behav.	PPI	Autism	Health Imp.	Visual Imp.	Visual Imp.

MN

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	ADHD	ADHD	Speech/Lang.	Genetic Throat Anomaly	Speech/Lang.	Speech/Lang.
2	Hearing Imp.	Emot/Behav.	DD	Health Imp.	General ECSE	Emot/Behav.
3	ADD	Hearing Imp.	MR	Ortho. Imp.	Asthma	Ortho. Imp.

OH

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Speech/Lang.	Speech/Lang.	Health Imp.	Speech/Lang.	Communication	Speech/Lang.
2	Emot/Behav.	Multiple Imp.	Speech/Lang.	So/Emo/Behav.	Speech/Lang.	Asthma
3	Ortho. Imp.	DD	Communication	Communication	Emot/Behav.	Health Imp.

Table 44. Top 3 Types of Diagnosed Disability (continued)

WI

	Types of Diagnosed Disability					
	RATE 5	**RATE 4**	**RATE 3**	**RATE 2**	**RATE 1**	**No RATE**
1	Emotional	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	
2	SOD*	LD	Cognit. Delay	SOD*	Health Imp.	
3	ADHD	Health Imp.	Health Imp.	ADHD	Motor Delay	

*SOD: Sept-Optic Dysplasia

Region V

	Types of Diagnosed Disability					
	RATE 5	**RATE 4**	**RATE 3**	**RATE 2**	**RATE 1**	**No RATE**
1	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Emot/Behav.	Health Imp.	Health Imp.	Communication	Communication	Asthma
3	Health Imp.	Behavior Disorderal	MR	So/Emo/Behav.	Health Imp.	Hearing Imp.

Chicago

1999 Annual Needs Assessment Summary Report

Demographics

- n=71 (42.3% return rate)
- Location of Programs: 20.0% Large, 20.0% Medium, 6.7% Small, 43.3% Rural
- 30 programs reported serving 3309 preschool children, with a mean of 110.3 children per program
- Hours of Operation: 46.7% open 8~9AM, 33.3% close 4~5PM, 26.7% operate a program for 7~8 hours
- Service Delivery Mode: 90.0% center-based, 6.7% center & home-based

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Behavior	Behavior	Emot/Behav.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Speech/Lang.	Ortho. Imp.	Speech/Lang.	Behavior	Obesity	Behavior
3	CP	Psychological	Visual Imp.	LD	Asthma	Autism

SSI & Child Care Assistance

- 19 programs reported 175 families receiving SSI
- 18 programs reported 485 children receiving CCA
- 17 programs reported 190 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	3	4	5
Family Involvement/ Volunteering (10.9%)	Challenging Behavior (10.3%)	Facilities (7.6%)	Resources for Jobs (6.5%)	Recruitment of Children (5.4%)

Yes, It's Our Issue (rank in order with %)

1	2	2	4	5
Challenging Behavior (7.1%)	Family Involvement/ Volunteering (5.8%)	Resources for Jobs (5.8%)	Recruitment of Children (5.0%)	Recruitment/ Selection of Qualified Staff (4.6%)

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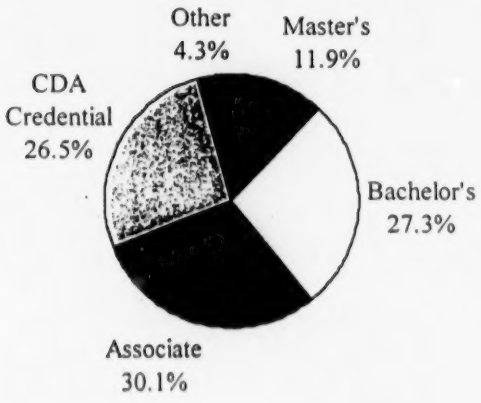
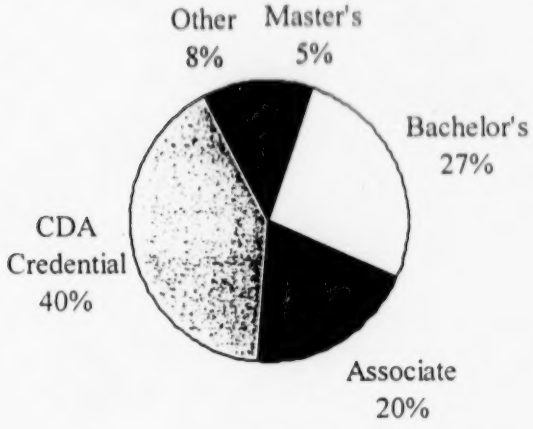
Degree (Chicago)



Degree (RegionV)



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ILLINOIS

1999 Annual Needs Assessment Summary Report

Demographics

- n=65 (44.6% return rate)
- Location of Programs: 27.6% Large, 24.1% Medium, 24.1% Small, 17.2% Rural
- 29 programs reported serving 10503 preschool children, with a mean of 362.2children per program
- Hours of Operation: 58.6% open 8~9AM, 48.3% close 4~5PM, 44.8% operate a program for 8~9 hours
- Service Delivery Mode: 58.6% center-based, 37.9% center & home-based

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Ortho. Imp.	Asthma	Health Imp.	Health Imp.	Health Imp.	Multiple Imp.
3	Behavior	Behavior	Emot/Behav.	Ortho. Imp.	Asthma	Health Imp.

SSI & Child Care Assistance

- 20 programs reported 135 families receiving SSI
- 21 programs reported 549 children receiving CCA
- 19 programs reported 83 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	2	4	5	5
Challenging Behaviors (14.7%)	Family Involvement/ Volunteering (5.2%)	Professional Development for Staff (5.2%)	Support for Staff (4.8%)	Family Partnership Agreement (4.3%)	Facilities (4.3%)

Yes, It's Our Issue (rank in order with %)

1	2	3	4	4	4	4
Challenging Behavior (6.5%)	Family Involvement/ Volunteering (5.8%)	Facilities (4.6%)	Family Partnership Agreement (4.2%)	Recruitment/ Selection of Qualified Staff (4.2%)	Support for Staff (4.2%)	Mentoring/ Supervision of Staff (4.2%)

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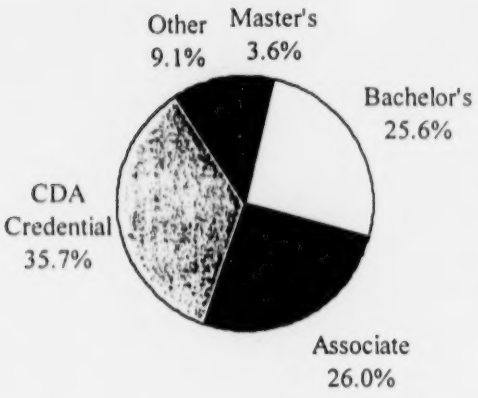
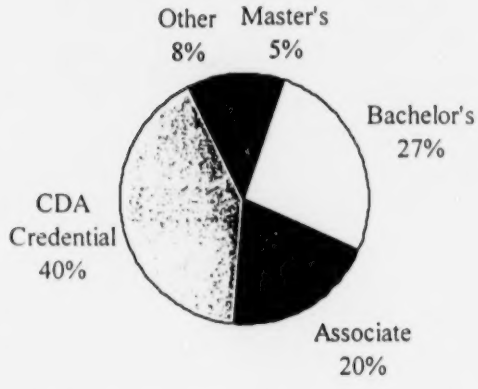
Degree (IL)



Degree (RegionV)



INDIANA

1999 Annual Needs Assessment Summary Report

Demographics

- n=42 (69.0% return rate)
- Location of Programs: 13.8% Large, 27.6% Medium, 31.0% Small, 13.8% Rural
- 29 programs reported serving 10412 preschool children, with a mean of 359.0 children per program
- Hours of Operation: 34.5% open 8~9AM, 27.6% close 4~5/5~6PM, 20.7% operate a program for 8~9/9~10 hours
- Service Delivery Mode: 69.0% center-based, 24.1% center & home-based

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Emot/Behav.	Communication	MR	Communication	Speech/Lang.	Speech/Lang.
2	Health Imp.	Emot/Behav.	Communication	Speech/Lang.	Communication	Autism
3	Autism	ADHD	Health Imp.	Health Imp.	MIMH	MR

SSI & Child Care Assistance

- 20 programs reported 289 families receiving SSI
- 18 programs reported 461 children receiving CCA
- 17 programs reported 244 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	3	4	5
Challenging Behavior (15.1%)	Family Involvement/ Volunteering (9.3%)	Facilities (8.7%)	Professional Development for Staff (6.9%)	HSFIS (5.8%)

Yes, It's Our Issue (rank in order with %)

1	2	3	4	4	4	4
Challenging Behavior (7.7%)	Professional Development for Staff (6.6%)	Family Involvement/ Volunteering (5.1%)	Recruitment/ Selection of Qualified Staff (4.4%)	Support for Staff (4.4%)	Mentoring/ Supervision of Staff (4.4%)	Facilities (4.4%)

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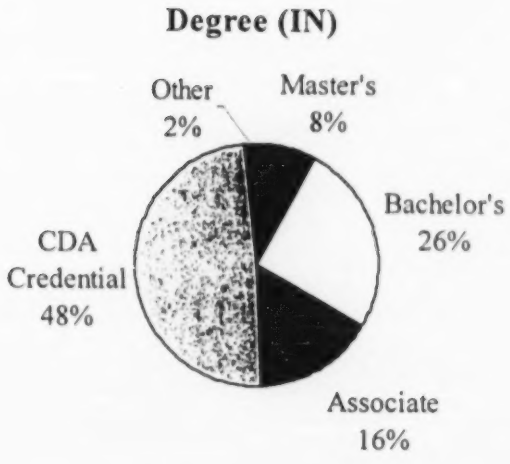
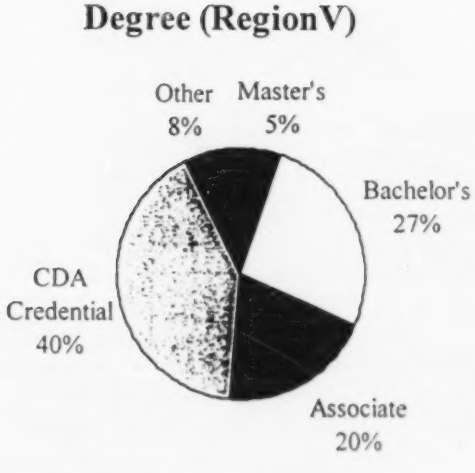

Degree (IN)
Other
2%
Master's
8%
Bachelor's
26%
CDA
Credential
48%
Associate
16%


Degree (RegionV)
Other
8%
Master's
5%
Bachelor's
27%
CDA
Credential
40%
Associate
20%

MICHIGAN

1999 Annual Needs Assessment Summary Report

Demographics

- n=83 (48.2% return rate)
- Location of Programs: 15.0% Large, 27.5% Medium, 25.0% Small, 17.5% Rural
- 40 programs reported serving 20148 preschool children, with a mean of 503.7 children per program
- Hours of Operation: 60.0% open 8~9AM, 32.5% close 4~5PM, 42.5% operate a program for 8~9 hours
- Service Delivery Mode: 67.5% center-based, 25.0% center & home-based, 5.0% EHS

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Speech/Lang.	Health Imp.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Health Imp.	Behavioral	Health Imp.	Asthma	Health Imp.	Ortho. Imp.
3	Emot/Behav.	PPI	Autism	Health Imp.	Visual Imp.	Visual Imp.

SSI & Child Care Assistance

- 23 programs reported 314 families receiving SSI
- 19 programs reported 1507 children receiving CCA
- 14 programs reported 171 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	3	4	5
Challenging Behavior (13.2%)	Recruitment of Children (8.9%)	Facilities (8.0%)	Family Involvement/ Volunteering (6.7%)	Professional Development for Staff (6.0%)

Yes, It's Our Issue (rank in order with %)

1	2	3	4	4
Challenging Behavior (6.5%)	Family Partnership Agreement (5.6%)	Facilities (4.4%)	Recruitment of Children (4.2%)	Recruitment/ Selection of Qualified Staff (4.2%)

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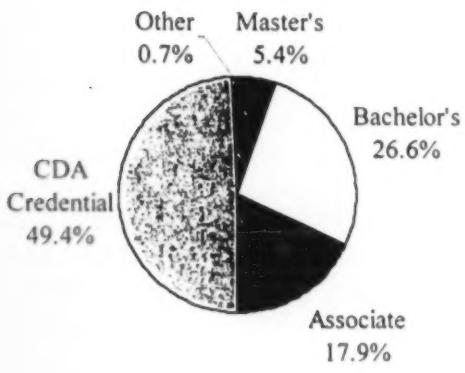
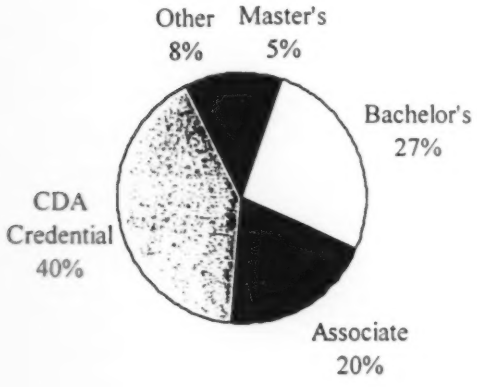
Degree (MI)



Degree (RegionV)



MINNESOTA

1999 Annual Needs Assessment Summary Report

Demographics

- n=35 (54.3% return rate)
- Location of Programs: 15.8% Large, 15.8% Medium, 21.1% Small, 42.1% Rural
- 19 programs reported serving 6119 preschool children, with a mean of 322.1 children per program
- Hours of Operation: 42.1% open 8~9AM, 36.8% close 4~5PM, 42.1% operate a program for 8~9 hours
- Service Delivery Mode: 52.6% center-based, 47.4% center & home-based

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	ADHD	ADHD	Speech/Lang.	Genetic Throat Anomaly	Speech/Lang.	Speech/Lang.
2	Hearing Imp.	Emot/Behav.	DD	Health Imp.	General ECSE	Emot/Behav.
3	ADD	Hearing Imp.	MR	Ortho. Imp.	Asthma	Ortho. Imp.

SSI & Child Care Assistance

- 11 programs reported 260 families receiving SSI
- 8 programs reported 406 children receiving CCA
- 7 programs reported 176 families receiving both SSI & CCA

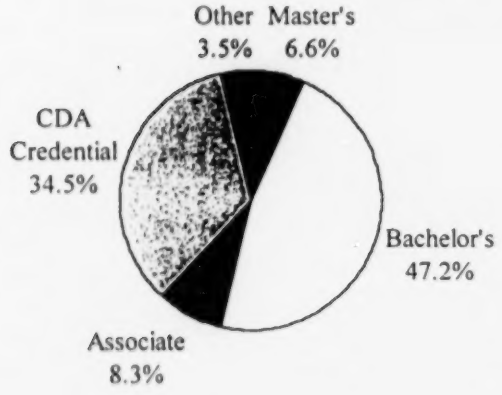
Top 5 Issues (rank in order with %)

1	2	3	4	5
Challenging Behavior (16.3%)	Recruitment of Children (8.8%)	Professional Development for Staff (7.1%)	Appropriate Curriculum & Environment (6.7%)	Recruitment/ Selection of Qualified Staff (6.4%)

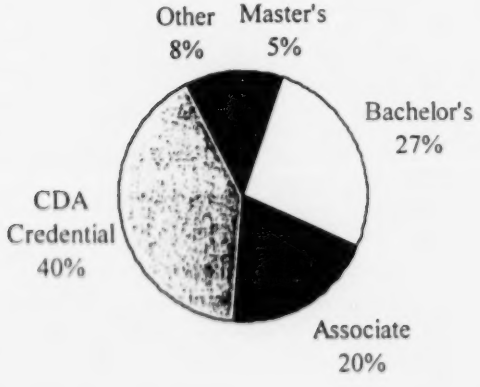
Yes, It's Our Issue (rank in order with %)

1	2	3	4	4
Challenging Behavior (8.0%)	Multi-Cultural/Multi-Lingual Issues (5.7%)	Technology (5.7%)	Appropriate Curriculum & Environment (4.5%)	Child Care Collaboration (64.5%)

Degree (MN)



Degree (RegionV)



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OHIO

1999 Annual Needs Assessment Summary Report

Demographics

- n=76 (69.7% return rate)
- Location of Programs: 24.5% Large, 18.9% Medium, 35.8% Small, 7.5% Rural
- 53 programs reported serving 33626 preschool children, with a mean of 634.5 children per program
- Hours of Operation: 49.1% open 8~9AM, 34.0% close 4~5PM, 35.8% operate a program for 8~9 hours
- Service Delivery Mode: 3.8% home-based, 45.3% center-based, 50.9% center & home-based

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Speech/Lang.	Speech/Lang.	Health Imp.	Speech/Lang.	Communication	Speech/Lang.
2	Emot/Behav.	Multiple Imp.	Speech/Lang.	So/Emo/Behav.	Speech/Lang.	Asthma
3	Ortho. Imp.	DD	Communication	Communication	Emot/Behav.	Health Imp.

SSI & Child Care Assistance

- 33 programs reported 871 families receiving SSI
- 36 programs reported 3701 children receiving CCA
- 27 programs reported 430 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	3	4	5
Challenging Behavior (14.1%)	Recruitment/ Selection of Qualified Staff (9.2%)	Professional Development for Staff (8.9%)	Recruitment of Children (6.9%)	Mentoring/ Supervision of Staff (5.1%)

Yes, It's Our Issue (rank in order with %)

1	2	3	4	5
Challenging Behavior (5.7%)	Recruitment/ Selection of Qualified Staff (4.9%)	Professional Development for Staff (4.7%)	Mentoring/ Supervision of Staff (4.5%)	Recruitment of Children (4.2%)

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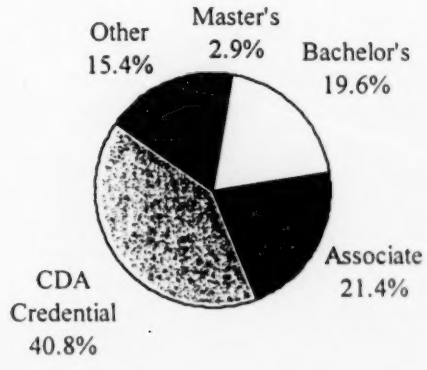
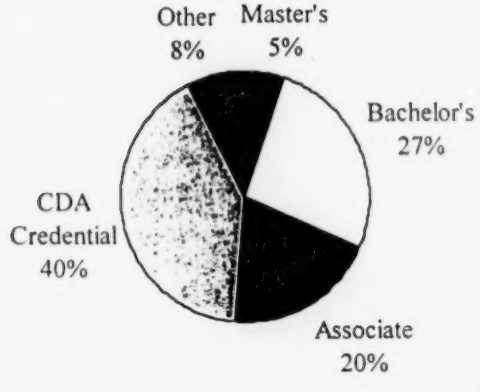
Degree (OH)



Degree (RegionV)



WISCONSIN

1999 Annual Needs Assessment Summary Report

Demographics

- n=38 (76.3% return rate)
- Location of Programs: 17.2% Large, 17.2% Medium, 20.7% Small, 34.5% Rural
- 29 programs reported serving 7069 preschool children, with a mean of 243.8 children per program
- Hours of Operation: 44.8% open 8~9AM, 37.9% close 4~5PM, 44.8% operate a program for 8~9 hours
- Service Delivery Mode: 79.3% center-based, 17.2% center & home-based

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Emotional	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	
2	SOD*	LD	Cognit. Delay	SOD*	Health Imp.	
3	ADHD	Health Imp.	Health Imp.	ADHD	Motor Delay	

*SOD: Sept-Optic Dysplasia

SSI & Child Care Assistance

- 21 programs reported 321 families receiving SSI
- 19 programs reported 852 children receiving CCA
- 17 programs reported 218 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	3	4	5
Challenging Behavior (11.2%)	Family Involvement/ Volunteering (7.9%)	Recruitment of Children (7.6%)	Technology (5.4%)	HSFIS (5.1%)

Yes, It's Our Issue (rank in order with %)

1	2	3	3	3	3
Challenging Behavior (7.9%)	Family Involvement/ Volunteering (7.2%)	Professional Development for Staff (4.2%)	Mentoring/ Supervision of Staff (4.2%)	Recruitment of Children (4.2%)	Technology (4.2%)

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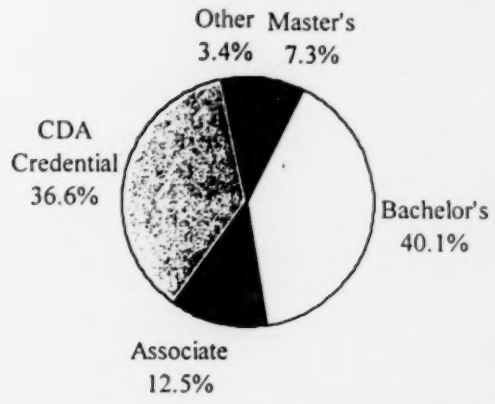
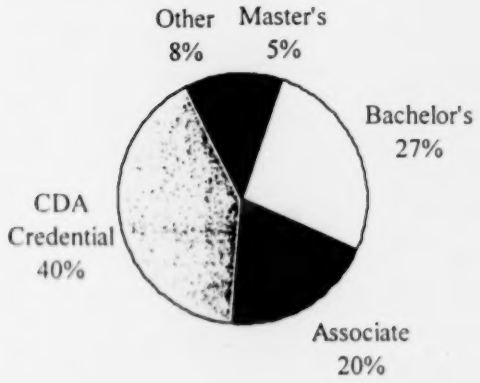
University of Illinois at Urbana-Champaign

Degree (WI)



Degree (RegionV)



Region V

1999 Annual Needs Assessment Summary Report

Demographics

- n=410 (55.9% return rate)
- Location of Programs: 19.7% Large, 21.8% Medium, 24.9% Small, 22.3% Rural
- 229 programs reported serving 91186 preschool children, with a mean of 398.2 children per program
- Hours of Operation: 48.9% open 8~9AM, 35.4% close 4~5PM, 35.4% operate a program for 8~9 hours
- Service Delivery Mode: 0.9% home-based, 64.6% center-based, 31.0% center & home-based, 0.9% EHS

Preschool Children with Diagnosed Disabilities and the RATE of adaptation HS staff reported

(RATE 5 is the highest; RATE 1 is the lowest)

Types of Diagnosed Disability

	RATE 5	RATE 4	RATE 3	RATE 2	RATE 1	No RATE
1	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.	Speech/Lang.
2	Emot/Behav.	Health Imp.	Health Imp.	Communication	Communication	Asthma
3	Health Imp.	Behavioral	MR	So/Emo/Behav.	Health Imp.	Hearing Imp.

SSI & Child Care Assistance

- 147 programs reported 2365 families receiving SSI
- 139 programs reported 7961 children receiving CCA
- 118 programs reported 1512 families receiving both SSI & CCA

Top 5 Issues (rank in order with %)

1	2	3	4	5
Challenging Behavior (13.6%)	Family Involvement/ Volunteering (6.3%)	Professional Development for Staff (6.2%)	Recruitment of Children (6.1%)	Facilities (5.3%)

Yes, It's Our Issue (rank in order with %)

1	2	3	4	5
Challenging Behavior (6.8%)	Family Involvement/ Volunteering (4.8%)	Professional Development for Staff (4.5%)	Recruitment/ Selection of Qualified Staff (4.0%)	Mentoring/ Supervision of Staff (3.9%)

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University of Illinois at Urbana-Champaign

Head Start

Great Lakes Quality Improvement Center for Disabilities (GLQIC-D)
Great Lakes Quality Network
1998 Training and Technical Needs Assessment Survey

PROGRAM DEMOGRAPHICS

Date: _____ Name of person completing this form: _____

Your Job Title: _____ Years involved with this program: _____

Phone #: _(_____)_____ Fax #: _(_____)_____

E-mail Address: _____

Name of Program: _____

Address of Program: _____

Name of HS Grantee: _____

# of Counties Served: _____ Hours of Operation: _____

Your primary service area is (Please check one if possible): ___Large (more than 100,000 people)

___Medium (50,000-100,000) ___Small (10,000-50,000) ___Rural (less than 10,000)

You primary focus on (Please check one only): _____Home-Based (HB) _____Center-Based (CB)

____Combination (HB&CB) _____EHS _____Family Day Care Other: _____

CENSUS INFORMATION (Total Program)

Please give an approximate number (#). If your program is center & home based, use both lists.

(Center-Based)

# of Centers: _____

# of Classrooms: _____

# of Classroom Teachers: _____

(Home-Based)

# of Families: _____

# of Home Visitors: _____

Total # of Children (3-5 yrs): _____

# of Children Receiving Supplemental Security Income (SSI) only: _____

# of Families Receiving Child Care Assistance/Subsidies only: _____

# of Families Receiving both SSI and Child Care Assistance: _____

Professional Qualifications: Please give the number of staff having qualifications below.

Degree: _____Master's _____Bachelor's _____Associate _____CDA Credential

Please Specify Other: _____

Major Field: _____Early Childhood Education _____Early Childhood Special Education

_____Child Development Other: _____

Reference
Kadota, R., Bennett, T., & Thomas, D. (1999). GLQIC-D
University of Illinois at Urbana-Champaign

*** Please check ( ) below all areas in which your program is facing challenges and the type of assistance you would prefer.**

Rank		Yes It's our issue	Phone TA	On-site TA	Distance Learning	College Credit	Resource Library	Training
	General							
	Facilities							
	Program Design							
	Collaboration/Identification of Community Resources							
	HSFIS							
	Interagency Agreements							
	Transition							
	Multi-Cultural/Multi-Lingual Issues							
	Technology							
	Policy							
	Disabilities Services Regulations/Plan							
	Individuals with Disabilities Education Act							
	Americans with Disabilities Act							
	Revised Performance Standards							
	Service Delivery							
	Family Child Care Licensing							
	Center Based Licensing							
	Home Based Service Delivery							
	Center Based Service Delivery							
	Developing Individualized Education Programs (IEP)							
	Specialized Therapies							
	Appropriate Curriculum & Environment							
	Child Issues							
	Recruitment							
	Enrollment of Children							
	Child Health, Nutrition, & Safety							
	Challenging Behaviors							
	Screening & Assessment							
	Welfare Reform							
	Welfare Reform							
	Child Care Collaboration							
	Health/Managed Care							
	CHIP (Children's Health Insurance Program)							
	Family Partnership Agreement							
	Resources for Jobs							
	Family Issues							
	Family Involvement/Volunteering							
	Families Facing Violence in the Environment							
	Homeless Families							
	Parents w/ Special Needs							
	Staff Issues							
	Recruitment/Selection of Qualified Staff							
	Support for Staff							
	Mentoring/Supervision of Staff							
	Professional Development for Staff							
	Other:							

***Now please rank your TOP 5 issues on the left column, w/ 1 being most important and 5 least important.**

Comments (Please use the back if needed): _____

Reference
Kadota, R., Bennett, T., Thomas, D. (1999). GLQIC-D
University of Illinois at Urbana-Champaign

BEST COPY AVAILABLE

1. Please list the disabilities you are currently serving and rate the amount of adaptation your program must make for children w/this disability, w/ **5 most**, **1 least** as of now.

Types of Diagnosed Disability	# of Children w/ the Disability	Rate

2. Please list other children you are currently serving and rate the amount of adaptation your program must make for children w/ this disability, w/ **5 most**, **1 least** as of now.

Other Children	# of Children w/ the Condition	Rate
Children w/Developmental Delay		
Children At-Risk		
Other:		

Comments (Please use the back if needed):

Thank you for taking your time to fill out the survey!!
and
Returning it to us!!

Reference
Kadota, R., Bennett, T., Thomas, D. (1999). GLQIC-D
University of Illinois at Urbana-Champaign